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ABSTRACT

Three regions of Tasmania (the Huon Valley, North-East Tasmania, and the Derwent Valley) were studied between June 1978 and June 1980 to discover what happens to school leavers in rural country areas and how their options and opportunities were to be considered with regard to range of occupational choices perceived to be or actually available. A simple questionnaire, administered by classroom teachers and filled out by all Year 9 and 10 students, yielded 1,018 usable questionnaires in the initial survey, and second questionnaires, sent to 430 actual school leavers, yielded 302 usable responses. Finally, interviews of those replying to the second questionnaire were selected via a random sample of unemployed and of females whose school potential appeared greater than their employment status (n=37). Findings included: a strikingly low retention rate beyond Year 10 of the rural Tasmanian students when compared to urban students or rural students from other states; rural school leavers had a need to and a great desire to work; female leavers made up nearly two-thirds of the unemployed; and the "disadvantaged" rural (the Huon) did not present more problems than other areas. Appendices include: 2 questionnaires, 37 interview transcripts, names and types of schools, and an employment scale. (AH)

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Leaving School in Rural Tasmania

REX STOESSIGER

EDUCATION DEPARTMENT OF TASMANIA

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LEAVING SCHOOL IN RURAL TASMANIA

REX STOESSIGER

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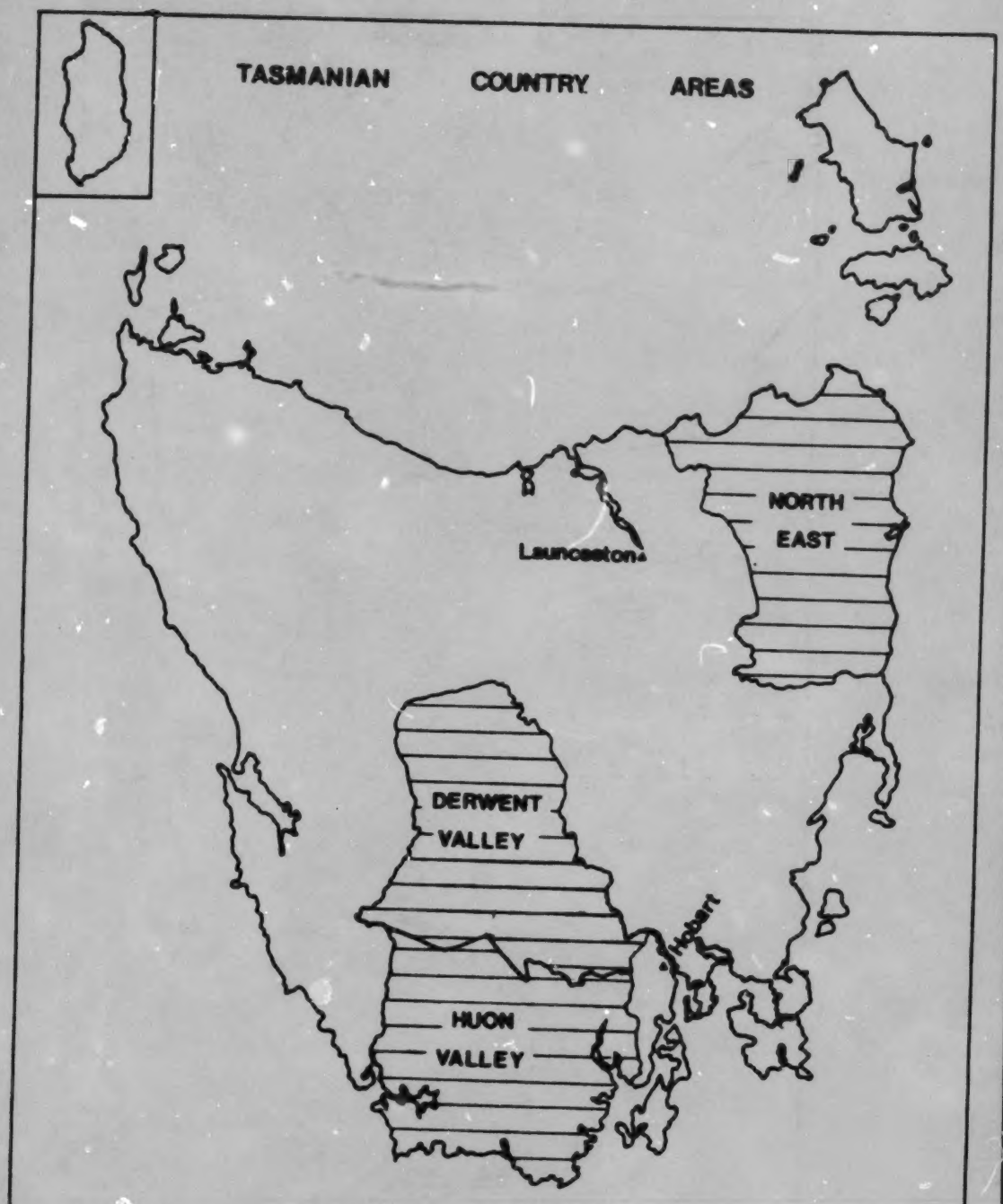
TASMANIAN COUNTRY AREAS
NORTH EAST
Launceston
DERWENT VALLEY
Hobart
HUON VALLEY

Figure 1

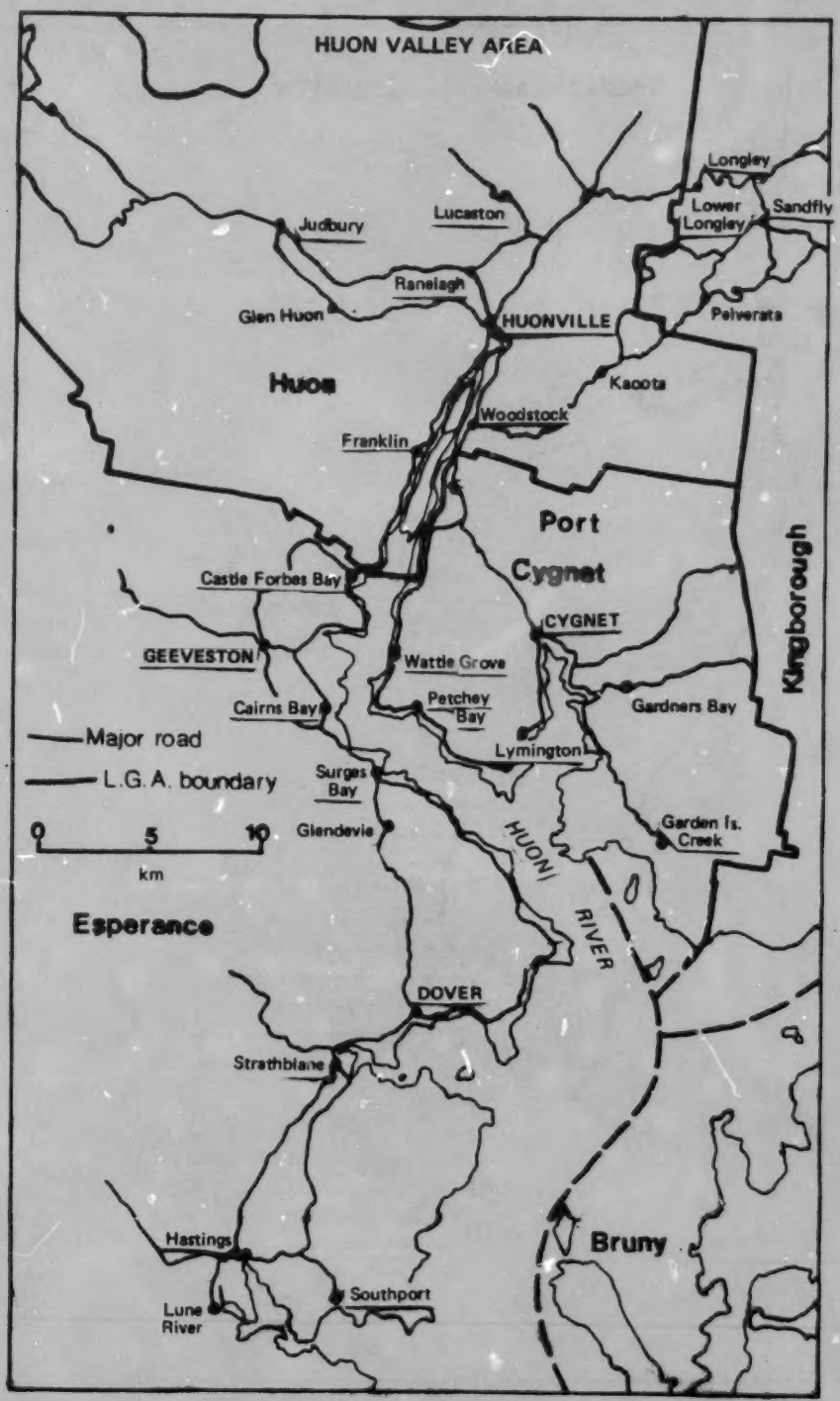

Figure 2

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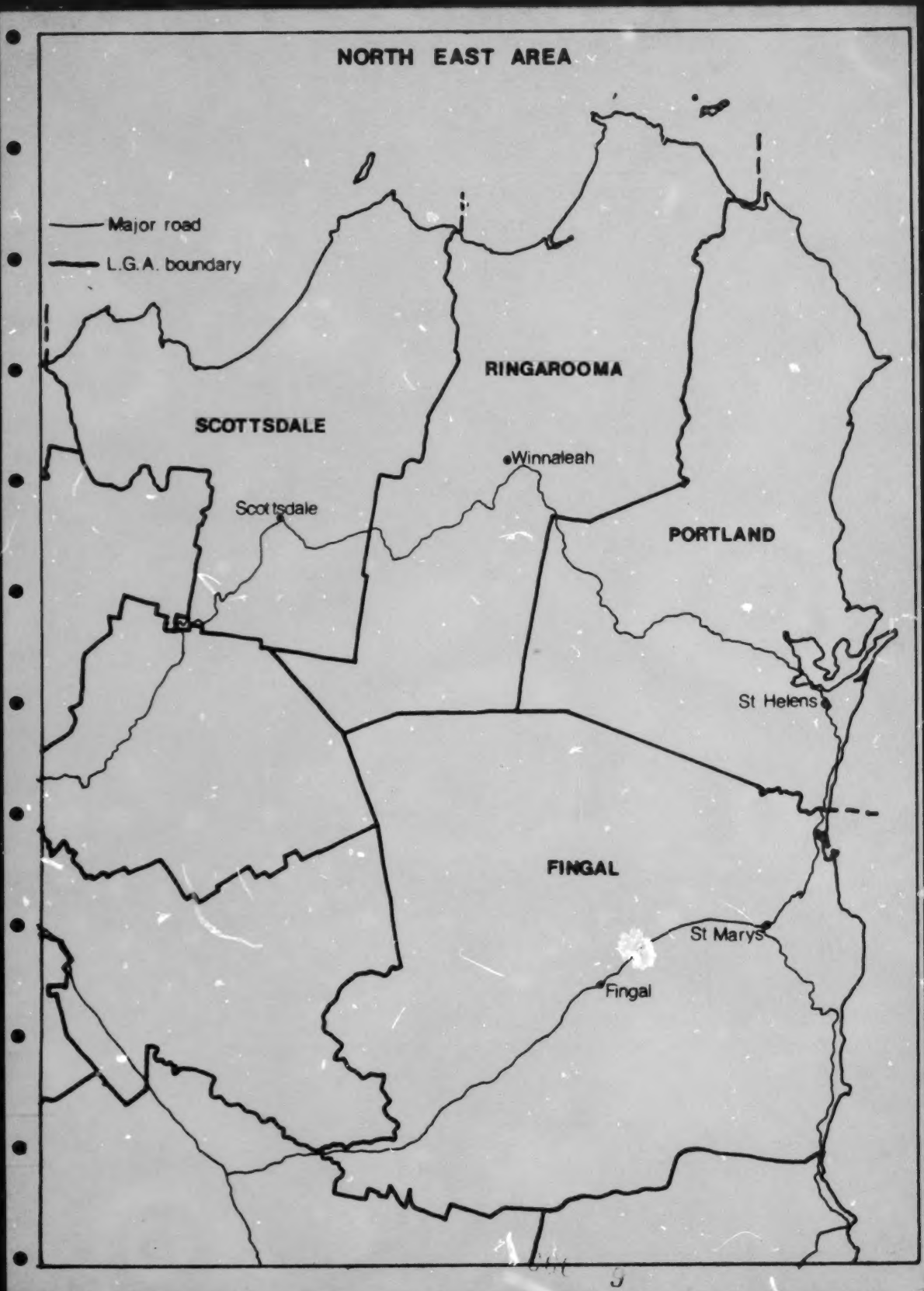
NORTH EAST AREA
Major road
L.G.A. boundary
RINGAROOMA
SCOTTSDALE
Winnaleah
Scottsdale
PORTLAND
St Helens
FINGAL
St Marys
Fingal

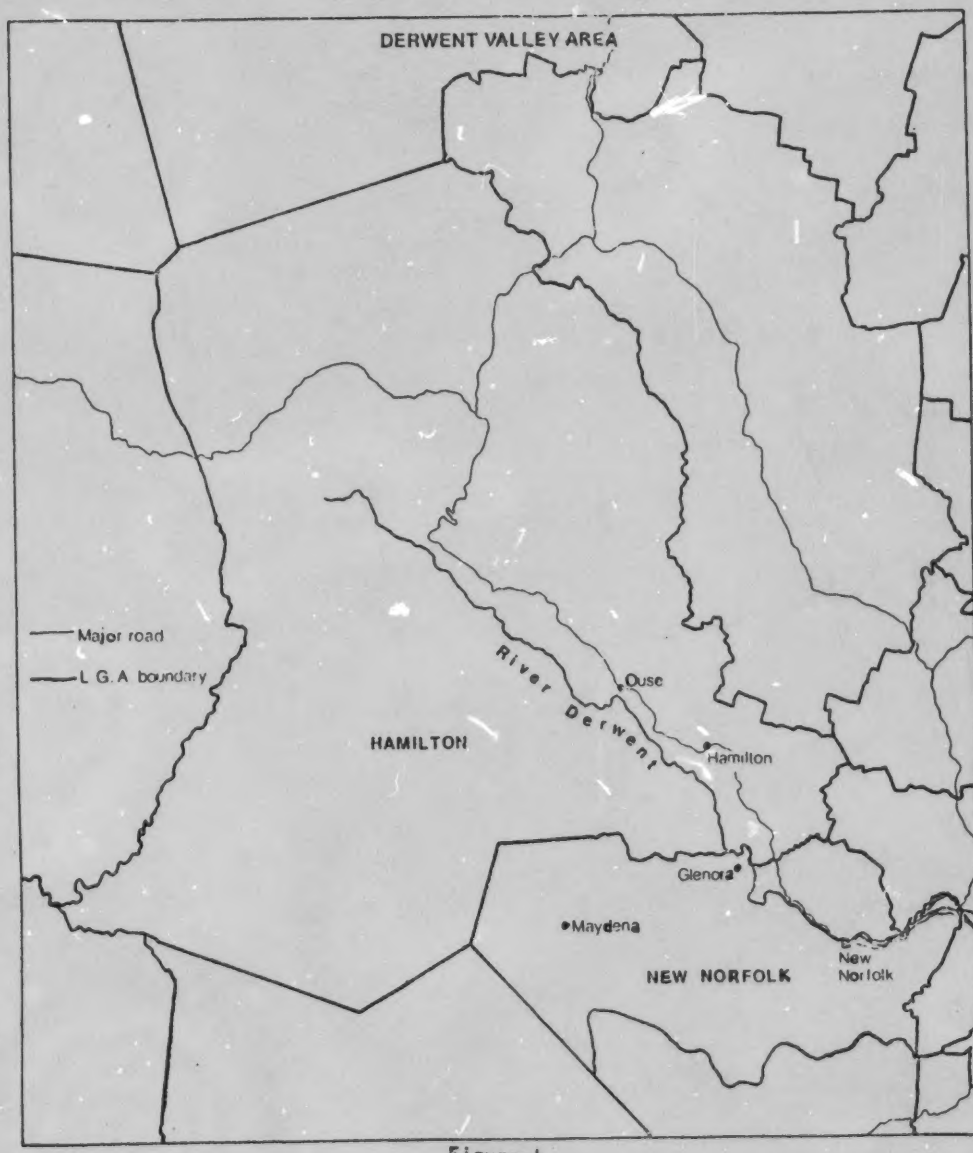
DERWENT VALLEY AREA
Major road
L G A boundary
River Derwent
Ouse
HAMILTON
Hamilton
Glenora
Maydena
New Norfolk
NEW NORFOLK

Figure 4

1. INTRODUCTION

This study of what happens to school leavers in country areas arose from a concern about educational disadvantage in rural areas. This concern has been expressed on a number of occasions by the Schools Commission,[1] and led ultimately to the establishment of the Disadvantaged Country Areas Program designed to improve the quality of education in certain country areas.

In Tasmania, research activities undertaken by the Research Branch of the Education Department provided evidence of the nature and level of educational disadvantage and suggested the need for more investigations. The first of these was the Schooling and Work investigation of twenty-three year olds in Tasmanian urban and rural communities,[2] commissioned by the Commission of Inquiry into Poverty undertaken during 1974 and 1975. It demonstrated considerable rural disadvantage in both schooling and access to vocational opportunities,[3] and was followed by the Huon Valley Study,[4] a descriptive investigation of education and the experiences of school leavers in the Huon Valley area of Southern Tasmania in 1977. The study confirmed the educational disadvantage of these rural students and their limited access to employment opportunities. However, it found no evidence of a lack of resource provision in the region with the exception of the absence of post Year 10 educational provision.[5] It was suggested that community attitudes and the general decline of rural communities may be responsible for the reduced attainment of country students.

As a result of their research activity, the Tasmanian Education Department asked the Schools Commission to fund a national conference on rural education. This took place in Launceston in June, 1977 and, subsequently, a program for research into country education was published.[6]

---

1. Interim Committee for the Australian Schools Commission, Schools in Australia, (AGPS, Canberra, 1973), ch. 9.

   Australian Schools Commission, Report for the Triennium 1976-78, (AGPS, Canberra, 1975), pp. 73-81.

   Australian Schools Commission, Report: Rolling Triennium 1977-79, (AGPS, Canberra, 1976), pp. 65-67.

2. Neville Behrens, Schooling and Work, (Education Department of Tasmania, Hobart, 1975).

3. ibid pp. 197-198.

4. N. Behrens, et al., The Huon Valley Study. (Education Department of Tasmania, Hobart, 1978).

5. ibid pp. 144-145.

6. Education Department of Tasmania, (Hobart, 1977), A Program for Research into Country Education in Australia.

The major recommendations of the conference were to investigate the outcomes and educational provisions in a cross section of country areas and an investigation of the nature of country communities with reference to educational outcomes and a focus on the life chances and occupational opportunities of country children.7

As a result of the conference, the Schools Commission convened a small consultative group to examine the research proposals. This group met in 1977 and recommended a study of school leavers be conducted as a matter of urgency.8 The recommendation was accepted by the Commission and a special project grant was made in December, 1977 to the Tasmanian Education Department, who agreed to co-ordinate the project. Finally, the aim of the study and the basic methodology was decided at a meeting in Canberra in June, 1978 which was attended by research representatives from the educational authorities of New South Wales, Western Australia, South Australia, Queensland, Northern Territory and Tasmania.

Several states subsequently did not join the study, for various reasons. In the end, Western Australia, Queensland and Tasmania were the three states that agreed to undertake the investigation.

It was envisaged as being a study of school leavers in selected rural areas in the participating states. It was to be a longitudinal study in that school leavers were to be surveyed both in their final months at school and again on their entry into the workforce. The study was planned to begin late in 1978 and to continue over a 12 month period leading to a final report in 1980. The actual investigation largely followed this outline as shown in detail in the next section.

2. OUTLINE OF THE STUDY

The aim and methodology of this study were largely set at the Canberra meeting mentioned previously. The aim was not changed but minor details of the methodology were modified as the study developed. This section gives an outline of the methodology as it finally evolved.

2.1 Aim of the Study

The basic aim was to discover what happens to school leavers in country areas and how their perceived options and actual opportunities can be enhanced. Options and opportunities were to be considered with regard to the range of occupational choices perceived to be or actually available.

2.2 Methodology

Each state selected three regions to be studied (two in Queensland) over a 12 month period. The regions were chosen as fairly typical of rural areas. The Tasmanian regions and the reasons for their choice are discussed in detail in the next chapter. Basic data on the regions, educational provision and outcomes of schooling were collected for each region.

The actual sequence of events in the study is shown on page 3.

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7. ibid p. 8.

8. Schools Commission,, Consultative Group Report, (September, 1977), p. 2.

SEQUENCE OF EVENTS

December 1977:	The study was accepted by the Schools Commission and funds provided.
June 1978:	Aim and basic methodology determined at a meeting in Canberra.
August 1978:	Western Australia, Queensland and Tasmania agreed to participate.
November 1978:	Initial questionnaire completed by Year 9 and 10 students in schools in the selected areas.
April-May 1979:	A second questionnaire sent to school leavers.
August 1979:	Interviews were conducted on sub-samples of the leavers.
June 1980:	The Tasmanian Report produced.

2.2 Methodology cont.

Information was collected from school leavers in the study areas in three distinct stages.

(a) A simple questionnaire was filled out by all Year 9 and 10 students in schools in the selected areas in November, 1978. It was administered by classroom teachers. In the other states grade 11 and 12 students also completed the questionnaire. As Tasmanian schools in rural areas do not continue beyond Year 10, senior secondary students were not surveyed in this State. The questionnaire (see Appendix A) was developed and trialled in Tasmania then used in all three States. It was designed to provide basic data on potential leavers and some measure of their aspirations for the future and perceptions of post-school life.

(b) A second questionnaire was sent to actual school leavers in April/May, 1979. Only those who had left full-time education were regarded as leavers. A preliminary list of leavers was obtained from information provided by the schools and secondary colleges. These were all sent questionnaires but several were found to be still in full-time education and were eliminated from the study.

This questionnaire (Appendix B) was also developed and tested in Tasmania, and then used by all three States. It was designed to provide information on the leavers employment situations, the job search and their attitudes to work and unemployment.

(c) The final stage was to interview sub-samples of those replying to the second questionnaire. The interviews were conducted in August, 1979. The two Tasmanian interview samples were:

(i) the unemployed, and

(ii) females whose school potential appeared greater than their employment status.

2.3 Selection of the Interview Samples

(a) The unemployed sample was a random sample of those who were unemployed at the time of the May 1979 questionnaire.

(b) The female sample was selected from those girls who were rated by their last school as above average students. It was further restricted to those with average or below average employment status. The last restriction did not eliminate many girls who worked in their home areas.

In practice the two samples overlapped and where this occurred, the information obtained was used for both case studies. A total of 37 school leavers were interviewed, spread evenly through the three country regions (the Huon, the Derwent Valley and North-East Tasmania).

2.4 Interviews

Leavers were interviewed individually except for one group of three and a group of five. Group interviews proved difficult to organise and conduct, so were discontinued.

2.4 Interviews cont.

A comprehensive list of topics where information was required was drawn up but a structured interview schedule was avoided. Interviews were allowed to flow freely, and as the subjects proved very willing to talk, this was entirely satisfactory.

The one research officer conducted all interviews. Detailed notes were taken during the interviews and written up soon afterwards. These are given in Appendix C.

2.5 Response Rates

A total of 1018 usable questionnaires was obtained from the initial survey, which was virtually all the eligible students present at school when it was administered.

The schools and secondary colleges provided the information that:-

(a) of the 520 Year 9 students, 21 left school, and

(b) of the 498 other students, 83 went on to Higher School Certificate (H.S.C.) studies and 6 returned to Year 10 leaving 409 probable leavers.

Questionnaires were sent to these 430 leavers. Five were returned, address unknown. A total of 364 completed questionnaires were returned (84.6% of those sent). As Table 1 shows, a further 6 students returned to school, 14 continued on to H.S.C. and 35 undertook technical courses. This left 309 questionnaires returned from school leavers of which 7 were very incomplete (mainly from apprentices who completed the full-time education section, but not the work section of the questionnaire), hence there were 302 usable responses.

Table 1. Completed questionnaires

	No.	%
Returned to school	6	1.7
H.S.C. studies	14	3.8
Technical courses	35	9.6
Leavers	309	84.9
TOTAL	364	100.0

2.6 Analysis

The background information on the three study areas was compared and unusual features and differences between the regions are noted in Chapter 4.

The interview data revealed several important themes and these were used for ordering the information collected for the study.

2.6 Analysis cont.

The questionnaire data was computer encoded and processed using the Statistical Package for Social Science (S.P.S.S.) system. The first questionnaire data was processed for all respondents and for the 302 usable second questionnaire respondents, data from both questionnaires were processed together. The data was cross tabulated by sex, employment status, fathers' occupations etc. Unless otherwise indicated in the text, differences were regarded as significant if the X^2 test showed significance at the 1% level.

3. THE TASMANIAN STUDY AREAS

The three areas chosen for study in Tasmania were the Huon Valley, the Derwent Valley and the North-East. They were defined in terms of the appropriate local government boundaries. The selection made ensured the inclusion of both relatively depressed and reasonably affluent rural areas, closer settled and more scattered regions as well as areas with a diversity of rural industries. The Huon Valley was included because of the additional information available from the previous study.

3.1 Study Area I - The Huon Valley

The Huon Valley is a distinct geographical region centred on the lower basin of the Huon River system. It is made up of three local government areas of Huon, Esperance and Port Cygnet. Settlement in the area is concentrated in the coastal area and river valleys and the eastern part of the area.

The largest towns in the area are Huonville (pop. 1,340), Geeveston (pop. 900) and Cygnet (pop. 720). There are only two other towns with more than 200 persons. The region is located close to Hobart, the largest centre being only 35 kilometres away, but is clearly separated from the capital by an intervening zone of hills. The area is shown in Figures 1 and 2.

Physical Characteristics

The eastern, settled part of this region, is largely steep hillsides forming the river valleys with small areas of river flats. To the north the Wellington Range is a barrier to road transport. Westwards lies the mountainous south-west Tasmania which is largely a national park with forestry areas on its eastern fringe. This temperature zone is wettest in the west where it supports dense rain forest. While rainfall drops off to the east, the whole area is one of regular rainfall.

Features of the Local Economy

For generations of Tasmanians the Huon Valley has been synonomous with the production of apples and pears, largely for export to the United Kingdom. The dramatic decline in this industry can be illustrated by the following statistics:- in 1961 there were 777 orchards carrying a total of 1,537,000 trees. By 1975 the region supported 271 orchards carrying 898,000 trees.[9] Although the feeling in the region is that the industry has stabilized in the last few years, the situation could again change rapidly.

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9. Grant, J. McBain, Statistics of the Apple and Pear Industry, No. 4, 1961 - 1976,(Hobart, 1976).

With the decline in apple production has come a move to beef and dairy cattle but the problems in these industries have made this change difficult.

Forestry has always been an important activity in the Huon. This is based on the native hardwood forests in the accessible edges of the south-west. Excessive logging in the past led belatedly to reafforesting with hardwoods which will mature in the 1990s. There are no significant softwood plantations in the region.

The fishing industry in the Huon is concentrated in the area around Dover in the south. Currently, there are about 50 registered fishing boats in the Huon, out of a State total of approximately 600. The industry supports two processing factories although they largely employ casual labour.

Tourism in the only other significant industry in the Huon. The major attractions are the area's natural beauty, the south-west wilderness areas and limestone caves in the south with an historic narrow-gauge railway in the same area.

Trends

Although the decline in the apple industry appears to have stopped, the industry remains depressed and is likely to continue that way over the next few years. With beef and dairy cattle as the main alternatives, this has meant a very depressed level of rural activity over the last few years. As a result, much land in the Huon has been idle and there has been a net loss of population in each inter-censal peribd since 1954. In recent years there has been a tendency for city people to buy the cheap rural land, particularly in the northern parts of the region where it is possible to commute to Hobart. Thus there has been a considerable increase in part-time and "hobby farming" in the valley.

The timber industry has also been in decline in recent years. This has been partly due to excessive logging in the past and partly due to a decline in the building industry. In the two years since the end of 1976, the number of timber industry employees in the Huon has fallen from 393 to 255.[10] The decline is expected to continue, although at a reduced rate.

With the extension of the off-shore limits, there is a possibility of a large expansion in fishing. There are several investigations under way into the possibility of joint operations with other countries in deeper water fishing. As yet, no definite plans have been announced. Regardless of these, the industry is the Huon should expand with the protected access to the new fishing grounds.

The tourist industry is also expanding. The last few years have seen the establishment of new camping facilities, the opening of the Ida Bay Railway, a vineyard promoting public wine tasting and a launch giving scheduled cruises on the Huon River. Unfortunately, the Huon's proximity to Hobart does not necessitate overnight stays so there have been no new accommodation facilities (with the exception of a host farm).

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10. Statistics supplied by the Forestry Commission, Geeveston.

Employment Opportunities

The Huon remains a depressed area with high levels of unemployment. The three Huon municipalities are among the five municipalities with the highest unemployment in Tasmania.[11] There are no opportunities left in the agricultural and timber industries except for seasonal fruit picking. Even with this, employers are now able to ask for "experienced pickers".

The fishing industry does continue to offer employment but again much of this is on a casual basis. There is the prospect of an expansion in this industry in a few years time.

Although expanding, the tourist industry offers little employment because of the lack of demand for accommodation. There is some employment created each time a new venture gets going. As well, the tourist trade helps support a range of cottage industries.

In summary, employment prospects in the Huon are bleak and young people will have to consider commuting to Hobart or leaving the area to get work.

3.2 Study Area 2 - North-East Tasmania

The study area comprises the north-east corner of Tasmania as shown in Figures 1 and 3. It is made up of the four local government areas of Fingal, Portland, Ringarooma and Scottsdale.

The largest town in the region is Scottsdale (pop. 1,815) while there are seven other small centres in the population range 200-800 persons. The nearest city is Launceston which is 80-160 kilometres from other centres in the region.

Physical Characteristics

The study area comprises several distinct physical areas. To the south is the Fingal Valley, a rift valley occupied by the South Esk River. There is a narrow coastal plain on the east, while in the centre and forming the western boundary is a mountainous region. The northern part of the region consists of rolling farm lands with rich red basaltic soils in the Scottsdale and Ringarooma areas.

The region's climate is driest in the south and east and mildest along the coast. This results in the east coastal strip being an important holiday area.

Major Employers and Industries

The major economic activity is farming. There is considerable diversity between the different parts of the region. The drier Fingal Valley is an important producer of fine merino wool. Cattle are found in most accessible parts of the area with dairying concentrated in the north around Ringarooma. The rich soils in the Scottsdale area are used for a variety of crops such as hops, potatoes, peas, etc.

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11. Registered Unemployed, January, 1979, C.E.S.

Mining is very important to the region. Tasmania's only commercially produced coal is mined at the eastern end of the Fingal Valley. North of the valley are mining areas for tin and wolfram. The major tin areas are around Derby in the Ringarooma Municipality.

Forestry is important throughout the whole region. This includes the native hardwoods for woodchipping and extensive softwood plantations. The latter plantations are the most extensive of their kind in Tasmania.

Although not a major industry, fishing is important in the coastal towns of St. Helens and Bridport.

The east coast area is an important holiday and tourist centre.

Trends

The rural recession of the past few years has not had as much impact in the North-East as in other parts of Tasmania. In particular the area around Scottsdale which concentrates on cash crops continues to be very buoyant. This area has recently taken on new crops such as hops and small fruits which are declining in other areas.

The dairying sections of the North-East have not been as fortunate. They have shared the difficulties this industry has experienced throughout Australia. This situation seems to have stabilized in the last 12 months.

The sheep producing sections, concentrating as they have on fine wool, have been stable over the last few years and recent increases in wool prices suggest their future will be brighter in the next few years.

Coal mining is expected to expand considerably in the Fingal Valley. The Tasmanian Government has committed itself to changing over the Bell Bay power station from oil to coal. There is also considerable support for the next major power development to be a coal station sited in the Fingal Valley. Meanwhile, exploration activity has been stepped up in line with coal's expected importance as an energy source. Other mining activities fluctuate with world metal prices and no clear trends can be perceived.

Although the hardwood section of the forestry industry is in decline, this is more than compensated for in this region by the expansion in softwood production. This is both in the development on new plantations and in harvesting and utilizing existing ones.

The tourist industry is expanding throughout Tasmania and the East Coast is no exception. There has been a small increase in the number of tourist accommodation establishments in the Portland Municipality and several existing establishments have expanded in the last few years. However, the tourist and holiday trade is very seasonal and hence much of its employment is on a temporary basis.

Employment Opportunities

Opportunities for employment in agricultural industries parallel the trends outlined in the previous section. That is, there are very few opportunities in the Fingal, Portland and Ringarooma Municipalities but better prospects around Scottsdale. Even here there has been a trend to mechanisation which is limiting employment. Furthermore, much of the employment in the expanding hops, vegetables and small fruit growing is limited to the harvesting season. Hence, job prospects of a full-time nature are limited throughout the region.

The projected expansion in coal mining could bring 300 new jobs to the Fingal Valley. This is three times the number of people currently unemployed in the area. As yet, however, there has been no date set for any new coal-using project and it is likely to be several years before Fingal coal is actually being used to generate power.

The timber industry is currently offering the best prospects for employment in the region. This is particularly so in the larger soft-wood areas around Scottsdale, Fingal and Ringarooma. A mill owner in this latter area will reportedly employ any young local seeking a job, including girls. There is much less opportunity in the timber industry in the Portland Municipality.

The few job opportunities in Portland are associated with the tourist industry. As mentioned before, much of this is confined to the summer months and provides only casual employment.

3.3 Study Area 3 - The Derwent Valley

The region termed the Derwent Valley, in southern Tasmania, comprises the local government areas of New Norfolk and Hamilton, as shown in Figures 1 and 4. It is centred on the Derwent River and consists mainly of the drainage areas of the river and its tributaries.

New Norfolk (pop. 6839) is the only town in the Derwent Valley largely for topographical and historical reasons. It was settled early (1807) by people transported from Norfolk Island and stands on the most extensively developed of the river terraces in the Middle Derwent Valley district. Although New Norfolk serves as an industrial, institutional and regional centre, it is affected by its proximity to Hobart (37 kilometres). The section below New Norfolk extends to the metropolitan outskirts of Hobart.

The upper tract of the river was the focus of early hydro-electric development - small settlements have remained after the completion of projects, the largest is Tarraleah (pop. 524). Maydena (pop. 527) has some hydro-electric workers but most of the residents are employed in the utilization of the timber resources of the Florentine Valley. Bothwell (pop. 386) is the largest of several small rural villages.

Physical Characteristics

The Derwent has its source in the glacially formed Lake St. Clair - a national park area - and flows 182 kilometres to Hobart.

The Upper Derwent Valley district, climatically cold and wet, is studded with lakes in the northern highland section. There are also considerable areas of rain forest in the mountainous western region.

In the middle Derwent Valley portion, in area the most extensive, there is a zone of pastoralism and a zone of mixed farming with intensive horticultural emphasis. The entire area on the northern side of the Derwent as far downstream as Macquarie Plains is taken up by large pastoral holdings. The landscape is one of rolling dolerite capped hills but the high rainfall variability and frequent winter frosts are definite climatic barriers to more intensive land use. Mixed farming is concentrated on the broad alluvial terraces of the Valley where there is a marine temperate climate.

Major Employers and Industries

The Australian Newsprint Mills, Boyer, near New Norfolk, was established in 1938 because of the availability of power, water, raw materials and river transport. It is still the major employer of the New Norfolk and Maydena areas and the workforce is almost entirely male. The Royal Derwent Hospital, which is the centre for mental health and psychiatric services for the State, has a workforce (800) which is evenly distributed between the male and female sector. The Hydro-Electric Commission has a small workforce (374) for maintenance work on completed projects.

Rural activities are an important economic feature of the Derwent Valley.

The extensive pastoral zone is a major producer of fine wool. On the higher terraces of the valley there is some crop production such as oats and livestock farming. Hop growing is of prime importance as this well established area is the centre for Tasmanian production. With increasing mechanisation in this industry, there has been a reduction in the number of holdings and an increase in large hop growing estates especially in the Glenora-Bushy Park area.

Trends

There has been no real population growth in this area since the 1961 census. The construction of the Gordon River power scheme caused a temporary increase at Strathgordon, peak 2,000 in 1972, which has now decreased to a population of 60. No such changes are envisaged for the future.

The general trend of greater female participation in the workforce since 1961 has been shown by the change in the male/female ratios in employment which has steadily increased from 15% in 1961 to 45% in 1978. Part of this workforce commutes to Hobart and there is a steady transition of employees working in the New Norfolk area to live in the outlying Hobart suburbs.

It is expected that major employers in the area, A.N.M., the Royal Derwent Hospital and the H.E.C. will maintain a stable workforce in the next decade, thus the Derwent Valley is a non-growth area both in population and industry.

There has been a significant decline in employment in primary industries over the last decade and this is expected to continue although at a reduced rate. The agricultural economy is firmly based with a considerable diversification and there are prospects of future expansion in specialist areas such as blackcurrant and peppermint. The Derwent Valley contains many areas of tourist interest but at present these provide little employment for school leavers.

4. BACKGROUND INFORMATION ON THE STUDY AREAS

The demographic information collected for this section was taken from 1976 census data.[12]

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12. Australian Bureau of Statistics, 1976 Census, Nine Pages of Collection District Summary Data, (A.B.S., Canberra, 1978).

The data on educational provision and educational outcomes was taken from a variety of Education Department sources. Comparisons were made between the three regions and Tasmania as a whole and, generally, only results that showed significant differences are discussed in this section.

4.1 Social Indicators

Between the 1966 and 1976 censuses the populations of the three regions declined, as shown in Table 2.

Table 2. Population Changes

Population	North-East	Huon	Derwent Valley	Tasmania
1966	11676	11554	14644	371435
1976	10543	9859	13594	402866
% Change	- 9.7	- 14.7	- 7.2	+ 8.5

This decline is in contrast to the 8.5% growth in the Tasmanian population as a whole.

The Huon Valley lost many more people than the other areas, declining by nearly 15% in ten years. This reflects the troubles with the apple industry outlined in the previous chapter. The rural population declines presumably reflect the decreased employment opportunities in rural areas with the depressed states of particular rural industries and increased mechanisation. The 1976 figures for the Derwent Valley may be slightly inflated by the remnants of the workforce brought in for the Gordon hydro-electric power development.

The major occupation groupings for the three regions are given in Tables 3 and 4.

Table 3. Major Male Occupations

	North-East	Huon	Derwent Valley
Professional	154	131	298
Admin. & Clerical	230	201	241
Farming	655	652	443
Mining	180	10	20
Timber Workers	182	85	108
Transportation	190	205	232
Production workers, labourers etc.	889	867	2004
Total employed	2840	2434	3757

Table 4. Major Female Occupations

	North-East	Huon	Derwent Valley
Professional	222	174	304
Admin. & Clerical	210	237	237
Sales	179	116	197
Farming	212	183	103
Production Workers	78	76	75
Service, domestics	174	115	346
Total employed	1297	1049	1446

The male occupations in the North-East and Huon clearly reflect the rural nature of these areas. The North-East is distinctive in having people employed in mining. The Derwent Valley is very different. Farming is a relatively minor employer compared to production industries. As mentioned in the previous chapter, paper production and hydro-electricity generation are the major industries in this area.

The employment opportunities for women are fairly limited and concentrated in traditional areas. The presence of the large mental hospital in New Norfolk results in increased employment in professionai and service categories.

The less restricted employment situation in the Derwent Valley shows up in the other aspects of the population. The Derwent Valley has nearly 18% of its population in the 15-24 years age range as against less than 15% in the other two regions. The North-East and Huon have 1.6% and 1.8% of the population who use a foreign language as compared to 3.1% in the Derwent Valley. The male unemployment rate in the Derwent Valley is two-thirds of the rate in the North-East and well less than half the rate in the Huon. Female unemployment rates are similar in the three regions. The Derwent Valley has fewer families with an annual income below $7,000 but more families with incomes over $18,000.

The Derwent Valley community has received more schooling than the other two areas as shown in Table 5.

Table 5. Those who left school at 14 or less for the three country regions and Tasmania as a whole

	North-East	Huon	Derwent Valley	Tasmania
Those who left school at 14 or less	2780	2216	2663	78469
% of those left school	41.0	37.5	33.1	31.7

All three country areas have received less education than the Tasmanian population at large, particularly the more rural North-East and Huon areas.

4.2 Educational Provision

The names and types of schools in the three study areas are given in Appendix D. In Tasmania, the government school system is organised into primary schools, high schools, district high schools and secondary colleges. The primary schools have kindergarten classes and conclude at Year 6 level. High schools cover secondary education from Years 7 to 10 while district high schools provide education from kindergarten to Year 10. Following the report of an Education Department committee on primary/secondary schools,[13] it has been decided to either phase out the secondary component of primary/secondary schools or upgrade them to district high schools. These latter schools have provision for full secondary education to Year 10.

Years 11 and 12 are only offered by community (secondary) colleges. These are located in major centres, students from the regions studied here needing to move, or travel, to Hobart or Launceston to proceed beyond Year 10. Technical education is also concentrated in the major towns and is not available in the regions studied.

Although a preliminary school certificate may be obtained at the end of Year 9, the great majority of students complete Year 10 and gain the School Certificate awarded by the Schools Board of Tasmania on the basis of school assessment. The certificate consists of subjects which may be taken at Levels I, II and III, with Level III being the most advanced.

A Higher School Certificate is awarded partly on the basis of external examination at the secondary college level. The Certificate is required for university entrance.

The pattern of education provision in all three areas is similar in that each has one high school located in the major town, two or three district high schools and several primary schools. The compact nature of settlement in the Huon Valley is reflected in the smaller number of schools with primary classes.

There are non-government schools in the Huon and Derwent Valleys but not in the North-East.

School enrolments in 1971 and 1978 are given in Table 6.

Table 6. Government School Enrolments 1971 and 1978

	North-East		Huon		Derwent Valley		Tasmania	
	1971	1978	1971	1978	1971	1978	1971	1978
Primary (K-6)	1583	1468	1378	1257	2063	1646	51307	50910
Secondary (7-12)	872	735	717	653	1016	910	27807	28843
TOTAL	2455	2203	2095	1910	3079	2556	79114	79753

13. Education Department of Tasmania, Hobart, 1978, The future of District Schools in Tasmania.

All three areas show considerable decline in school enrolments as expected from the population changes in Table 2. However, the Derwent Valley has a larger decline due to the loss of the Gordon hydro-electric development workforce between 1971 and 1978. All three areas face similar pressures to "rationalise" school provision. The viability of some of the small schools, particularly in the Derwent Valley and North-East is under question and the re-organisation of primary/secondary schools led to the loss of secondary education in one town and threatened a similar loss in another.

Secondary enrolments are predicted to decline in all three areas, and the State as a whole, during the next few years, and then increase after 1982. Primary enrolments are expected to decline steadily.

For the high and district high schools in the study areas, more detailed information on the provision of staff was obtained. The student-teacher ratios are given in Table 7.

Table 7. Gross Student Teacher Ratios in the Study Areas (August 1978)

	North-East	Huon	Derwent Valley
High Schools	13.4	13.5	13.5
District High Schools	17.4	20.1	16.3

All Tasmania: Secondary Classes 13.0
Primary Classes 22.3

This table shows that the student-teacher ratios in high schools are close to the state average. The figures for district high schools are as expected for schools with both primary and secondary classes. The Huon figure is larger than the other two regions because of a smaller number of students in secondary parts of its district high schools. These results are in accord with the Huon Valley Study which showed similar provision of teaching staff in the Huon to the whole of Tasmania.

The numbers of beginning teachers and an indication of teacher stability is given in Table 8.

Table 8. Teacher Experience

	Beginning Teachers		Teachers less † than 2 years in present school		Teachers greater than 5 years in present school	
	No.	%	No.	%	No.	%
North-East	11	15.7	28	40.0	18	25.7
Huon	9	12.2	39	52.7	23	31.1
Derwent Valley	9	11.4	39	49.4	15	19.0

† Includes beginning teachers.

The number of beginning teachers ranges from 11-16%. These are typical of the range reported in the Huon Valley Study in both urban and rural areas.[14] The Huon area is distinctive in having greater proportions of both teachers with less than two years and more than 5 years experience. This largely results from the unusual situation at Huonville High School where 40% of the staff had more than 5 years experience (as compared to 15% and 26% in the other two high schools studied) and almost no one in the 2-5 years range.

Teacher qualifications, based on the number of years of completed tertiary study, do not show any significant differences between the three regions. Nearly 50% of the teachers have more than three years training. This is similar to the situation in a variety of Tasmanian regions (including city areas) reported in the Huon Valley Study.[15]

4.3 Educational Outcomes

Several measures of educational outcomes were obtained for the three areas. These included the retention rates of students for Years 10 and 11, school certificate results and student performance in the State literacy and numeracy testing programs.

The retention rates to Years 10 and 11 for the region and the whole State are given in Table 9.

Table 9. Retention Rates: Year 10 and 11 Enrolments as a percentage of Year 7 Enrolments

	North-East	Huon	Derwent Valley	Tasmania
Year 10 (1976)	82%	72%	80%	79%
Year 11 (1977)	10%	14%	12%	28%

The retention to Year 10 in the Huon is low compared to the other two areas and the state as a whole. The Huon Valley Study showed that this has been a problem over the past several years in this area.[16] The corresponding rates in the other two areas are close to the state average.

However, in all three regions, the retention to Year 11 is less than half the state average. Again, the Huon Valley Study confirms that in all three study regions, this situation has been the normal state of affairs for several years.[17] As will be discussed in detail in other sections of this report, the lack of opportunity to continue beyond Year 10 in rural areas acts as a real barrier to country students considering further education.

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14. N. Behrens, et al., The Huon Valley Study. (Education Department of Tasmania, Hobart, 1978). pp. 182-4.
15. Ibid p. 182.
16. Ibid p. 98, Table 6.1.
17. Ibid p. 98-100, Tables 6.2 to 6.4.

School Certificate results

School certificate results were not collected for all schools in the study areas. Instead, the individual results of the school leavers were obtained and these will be discussed in later sections of the report. However, the Huon Valley Study has school certificate results for two of the regions,[18] the English and Mathematics results are given in Table 10.

Table 10. School Certificate results in English and Mathematics in 1976. Distribution of candidates between Levels I, II and III are expressed as a percentage of Grade 7 enrolments

		Huon	Derwent Valley	Tasmania
English	Level I	11	9	8
	Level II	36	45	40
	Level III	20	34	29
Mathematics	Level I	20	22	17
	Level II	27	42	36
	Level III	18	9	23

This table indicates, and the Huon Valley Study shows in detail, that the country regions have lower percentages of Level III (the highest level) students than the state average. As that study notes, "whether this is due to low ability, low aspirations, or poor quality teaching is not known".[19]

Reading and numeracy tests

Each year the Research Branch of the Tasmanian Education Department tests either the basic reading or numeracy of all 14 year olds in Tasmanian government schools. The 1978 numeracy test (14N) and 1979 reading test (14R) give cause for concern about the reading and numeracy skills of the students in the study areas. The results are collated in Tables 11 and 12.

Table 11. Results of test 14N for three country areas compared with Tasmanian schools, 1978

	North-East	Huon	Derwent Valley	Tasmania
Number	173	130	195	5537
Mean	24.6	24.7	22.6	24.6
Standard Dev.	7.2	6.8	7.2	6.6
% "at risk"	42.8	46.2	56.9	46.5

18. ibid p. 101, Table 6.5.

19. ibid p. 104.

Table 12. Results of test 14R for the three country areas compared with Tasmanian schools, 1979

	North-East	Huon	Derwent Valley	Tasmania
Number	189	145	181	5589
Mean	27.0	26.2	24.8	27.4
Standard Dev.	5.4	5.9	6.1	5.6
% "at risk"	33.3	40.0	48.6	28.6

The percentage "at risk" given in these tables is the percentage of students who did not score well enough to be classed as competent in basic reading and numeracy.[20] Table 11 shows that the Huon and North-East perform very close to the state average on the numeracy test. However, the Derwent Valley is significantly below the state average and has a much larger number of "at risk" students. On the reading test, both the Huon and the Derwent Valley students perform significantly below average and both have larger numbers of at risk students. The poor results in the Derwent Valley are common to all three schools in the area. The results in the North-East, being very close to state averages, suggest it is not being rural "per se" that leads to poor educational performance. As the retention rate to Year 11 is just as poor in the North-East (see Table 9) as in the other areas, these retention rates cannot just be a result of poorer student performance in country areas. Also the North-East is not particularly advantaged in terms of family income or educational provision. There seems no obvious reason why one country area is better than the others.

It is interesting to note the changes in the levels of basic skills from those reported in the Huon Valley Study.[21] These results are reproduced in Table 13, which shows that both areas were well behind the state average.

Table 13. Results of tests of basic skills reported in the Huon Valley Study

	14R (1975)		14N (1975)	
	No.	Mean	No.	Mean
Huon	177	25.9	177	23.7
Derwent Valley	217	26.7	217	23.6
Tasmania	5090	27.5	5080	25.8

20. L. D. Blazely, Survey of Basic Skills of Reading and Numeracy of 14 Year Old Tasmanian Students. (Education Department of Tasmania, Hobart, 1976).

21. N. Behrens, et al., The Huon Valley Study. (Education Department of Tasmania, Hobart, 1978). p. 110.

However, in numeracy the Huon has improved considerably when compared to the state as a whole and has moved ahead a little in reading. This possibly reflects the provision of additional educational resources in the Huon as a designated disadvantaged country area.

4.4 Summary

(a) All three areas have suffered considerable population decline between 1966 and 1976 unlike Tasmania as a whole.

(b) The Derwent Valley has a wider range of employment situations, particularly in production work, than the other two, essentially farming areas.

(c) The Derwent Valley has larger family incomes and a more schooled population than the other regions. All regions are less schooled than Tasmania as a whole.

(d) The three areas have a full range of schools with the exception of community (previously secondary) colleges for post-year 10 education.

(e) All areas have a declining school population.

(f) The provision of teachers, their training and experience is similar to other Tasmanian regions, including urban areas.

(g) Retention rates to Year 11 are less than half the Tasmanian average in all areas.

(h) The Huon and Derwent Valley regions have smaller proportions obtaining Level III passes at Year 10 than Tasmania as a whole.

(i) Derwent Valley 14 year olds had a significantly lower level of attainment on tests of basic reading and numeracy than the Tasmanian average. There are relatively large numbers of "at risk" students.

(j) Huon 14 year olds are average in numeracy but below average in reading. Their results have improved since 1975.

(k) The 14 year olds in the North-East are close to the Tasmanian average in both reading and numeracy. There is no obvious reason why this region is better than the other two.

5. PREPARATION FOR POST-SCHOOL LIFE

5.1 Understanding of Jobs

In the November questionnaire, the Year 9 and 10 students were asked to describe their fathers' and mothers' jobs and the job they expected on leaving school.

These were rated as to the degree of understanding demonstrated in the job descriptions. The one person made the three different ratings on each questionnaire. The results are given in Table 14.

Note that 53% of the respondents do not have mothers in paid employment.

Table 14. Understanding of Jobs (percentages, N = 1018)

	Father's Job	Mother's Job	Own Expected Job
Very good understanding	16.3	5.5	9.4
Good understanding	32.6	19.6	20.5
Some understanding	26.7	17.6	36.5
Inadequate understanding	5.1	1.6	8.3
Don't know (specified)	0.9	0.1	4.8
Not applicable	6.6	6.0	10.9
No response	11.8	49.6	9.6
TOTAL	100.0	100.0	100.0

From these figures it is clear that the students had much less of an understanding of the job they expected than they had of their parents' jobs. In particular, 48.9% had a good understanding, or better, of their fathers' jobs whereas only 29.9% had a good, or better, understanding of the job they expected for themselves. Given that quite a number of students would be expecting the same job as one of their parents, these figures indicate that parents and schools could do more to inform students about the jobs they are expecting to obtain.

Students were also asked who they had talked to about choosing a job and who gave the most helpful advice. The results are given in Table 15.

Table 15. Job advice (first responses only)

	Who talked to		Most helpful	
	No.	%	No.	%
Parents/family	421	41.4	366	35.9
Friends	20	2.0	27	2.7
Teachers	111	10.9	101	9.9
Employers/Employees	50	4.9	64	6.3
Guidance/Careers Teachers	127	12.5	108	10.6
C.E.S.	110	10.8	106	10.4
Other	23	2.3	9	0.9
Self/no one	96	9.4	145	14.2
No response	60	5.9	92	9.1
TOTAL	1018	100.0	1018	100.0

The overwhelming importance of the family in providing information about jobs is clear from these results. Careers teachers and other school teachers are much less consulted and valued. A discussion of which of these advisors is most effective in practice will be left to a later section (see Chapter 9).

Although the table indicates that nearly 10% had not talked to anyone about choosing a job, the figure drops to 4.5% when the grade 9 students are excluded.

5.2 Careers Teaching

All of those interviewed were asked what the school had done to prepare them for work. Almost all mentioned a careers teacher who arranged visitors to talk about specific careers. These were not generally found to be helpful. A few students had practised job interviews and applications while at school. This was regarded as useful. One class had been on a "careers excursion" to Hobart and this was rated highly.

In the May questionnaire, leavers were asked if the advice given them at school was useful when looking for a job. The results are given in Table 16.

Table 16. When you were looking for a job, did you find that the advice given to you at school about careers and jobs was .....?

	No.	%
Very useful	90	29.8
Of some use	156	51.7
Of no use at all	45	14.9
No answer	11	3.6
TOTAL	302	100.0

This response is perhaps best described as neutral and it comes as no surprise that the leavers would have liked more school preparation for work as shown in Table 17.

Table 17. Do you think that more time should be spent at school preparing students for work?

	No.	%
Yes	238	78.8
No	55	18.2
No answer	9	3.0
TOTAL	302	100.0

The Year 9 leavers who were interviewed said that they had received very little careers advice and were not offered work experience.

It seems that careers teaching needs to be tailored to the specific interests of students. Efforts need to be made to help Year 9 leavers, though these are few in number.

However, as indicated in section 5.1, teachers seem unlikely to even compare with parents as a source of information about jobs (without a radical re-orientation of the nature of schooling) and hence programs to educate parents about career possibilities would seem to be of greater potential than having more careers education in schools.

5.3 Work Experience

Unfortunately, no questions about work experience were included in either questionnaire. However, almost all Year 10 leavers who were interviewed, made some reference to it. The Year 9 leavers said that they had not been offered work experience.

Work experience was almost always regarded as useful, if only in the negative sense of eliminating a particular job from consideration. For example, Dora helped with a grade 1 class in a local primary school. This convinced her that she didn't have the patience for teaching infants. Pat worked with an electrical retailer, found it boring, and is no longer looking for that sort of work.

In two cases, work experience led directly to employment. Both Donna and Andrea had worked in local shops for experience and were offered full-time employment as a consequence. However, this may have deterred Andrea from continuing with her education as she had planned.

The most surprising aspect of the work experience programs was the large number who had missed out on them.

The main reason seems to be that it was offered during the holidays and they were away at the time. Others reported that they were "not picked" by the careers teacher. The impression given was that when several students applied for work experience where few jobs were available, the most academically successful students were chosen.

Given the value of work experience, it seems that it should be incorporated into the normal school program and become as compulsory as any other activity. The experience should be offered to grade 9 students who are likely to leave school that year.

5.4 School Assistance to the Leavers

Almost none of the leavers who were interviewed had had any contact with the school after leaving. Trudy reported that the principal asked her sister what had happened to her, but had no other contact. Joan was told about a possible job by a teacher who lived nearby.

Apart from the work experience examples mentioned above, the schools seemed to have made little direct contribution to helping the leavers find jobs. Only 10 leavers (3.3%) had obtained their jobs "through the school". Whether job placement is a responsibility of the school is an important issue.

The schools apparently made no efforts to help the unemployed leavers. However, they had given them some advice on coping with unemployment, as shown in Table 18.

Table 18. Were you given any useful advice at school on how to cope with unemployment? (e.g. what to expect, how to contact helpful organisations)

	No.	%
Yes	246	81.5
No	48	15.9
No answer	8	2.6

Only one of those interviewed could recall any advice on coping with unemployment given at school. This was Denise, who was advised to take a voluntary job if she was unemployed.

It would seem that the schools do not see it as their responsibility to follow up leavers in a systematic way. Nor have they taken any initiatives to help the unemployed whether by offering them special courses, giving them voluntary jobs or arranging more work experience. These are all within the capabilities of the education system. Perhaps if Year 11 facilities were available in rural areas, it would be easier to assist unemployed leavers.

6. TRANSITION: LEAVING SCHOOL

6.1 Leaving School

Tasmanian country students are much more likely to leave school at the end of Year 10 than those in the study in Queensland or Western Australia. When asked their intentions in November, the Year 9 and 10 students responded as in Table 19. There is a very clear difference between the intentions of the Tasmanian students and those in the other states.

Table 19. When do you think you will leave school?

	Tasmania		Queensland		Western Australia	
	No.	%	No.	%	No.	%
Not sure	60	5.9	134	16.9	229	21.4
At leaving age	10	1.0	11	1.4	24	2.2
On finding job	30	2.9	86	10.9	58	5.4
End of grade 9	22	2.2	10	1.3	13	1.2
End of grade 10	710	69.7	272	34.3	244	22.8
End of grade 11	24	2.4	12	1.5	125	11.7
End of grade 12	158	15.5	263	33.2	373	34.9
No response	2	0.2	5	0.6	2	0.2
Not applicable	2	0.2	-	-	2	0.2
TOTAL	1018	100.0	792	100.0	1070	100.0

For the Tasmanian grade 10 students themselves, 77% planned to leave at the end of grade 10. The actual destinations of the Year 10 leavers are given in Table 20. Given the preliminary process of identifying potential leavers described in section 2.2, the "unknown" leavers in Table 20 are unlikely to have returned to school or gone on to Year 11. It is much more likely that they entered the workforce. Hence, the percentage entering the workforce is an under-estimate whereas the percentage continuing to Year 11 is much more reliable.

Table 20. Destination of 1978 Year 10 school students

	No.	% of total
Returned to school (Year 10)	12	2.4
Continued to Year 11 (H.S.C.)	97	19.8
Other full-time courses (technical)	35	7.1
Entered workforce	295	60.1
Unknown	52	10.6
TOTAL	491	100.0

Obviously, by late in their grade 10 year, the students had quite made up their minds about leaving school and largely did as they expected. However, there is evidence that some intending leavers actually returned to school. In particular, 16.9% of the Year 10 students planned to leave in Year 11 or 12, whereas 19.8% of leavers actually continued to Year 11.

The percentage continuing to Year 11 should be compared with the 1978/79 Tasmanian retention rate (Year 10 to Year 11) of 35%. Very low retention rates have been previously found for Tasmanian country areas.[22] No city school (regardless of socio-economic status) has a retention rate of less than 20% (unpublished study, Research Branch, Education Department of Tasmania, 1979).

6.2 Reasons for Discontinuing Education

With so many Year 10 leavers, it is important to find out why they are leaving. While at school the leavers were asked what they planned to do when they left. Their responses are in Table 21.

Table 21. What do you plan to do when you leave school?

	No.	%
Haven't decided	21	7.0
Apprenticeship/job training	119	39.4
University or college	5	1.7
Job as soon as possible	141	46.7
Other	14	4.6
No response	2	0.7
TOTAL	302	100.0

22. ibid p. 97.

Over 86% wanted an apprenticeship, job training or a job as soon as possible. When asked how definite were their job plans, 65% said that they knew the job they wanted.

The reasons for leaving education given by the leavers in May are presented in Table 22.

Table 22. Why did you decide not to go on with full-time education?

	No.	% *
Didn't like school or studying	61	20.2
Wanted to make money	111	36.8
Had a job lined up	116	38.4
None of my friends were going on	2	0.7
Parent's couldn't afford it	38	12.6
I didn't think I was good enough	64	21.2
Parents wanted me to leave	5	1.7

* Percentage of respondents ticking each category, N = 302

The two reasons associated directly with getting work are well ahead of the other categories. Clearly the desire to get a job is a major impetus for leaving school. Although only 38 leavers reported financial limitations, it should be noted that 71% of these were girls.

The interview data supports this and also indicates how this desire can combine with a dislike of school and a lack of senior secondary courses in country areas to form a powerful incentive for discontinuing education.

Table 23 indicates that very few of the leavers think it at all likely that they will return to education.

Table 23. Do you think that at some time in the future you might go back to full-time education?

	No.	%
Very likely	9	3.0
Likely	30	9.9
Not likely	89	29.5
Very unlikely	102	33.8
Don't know	66	21.9
No answer	6	2.0
TOTAL	302	100.0

However, the interviews give some evidence, that after a period of unemployment, the leavers were expressing an interest in H.S.C. and technical courses. These would need to be provided locally. Whether this reflects a real interest or just dissatisfaction with unemployment would need further investigation.

Unfortunately, the "pro-work" and "anti-school" reasons for leaving do not shed any light on the large exodus of Year 10 students in Tasmanian country areas. In the South Australian study, metropolitan pre-year 12 leavers (in which Year 10 leavers are a small minority) gave very similar reasons for leaving school.[23]

It is possible that the award of a certificate in Year 10 plus the need to change schools in Tasmania, unlike South Australia, is the underlying reason for the different retention rates.

There is some evidence to support the view that the need to change schools, usually involving a move to the city, is a barrier to continuing beyond Year 10 for Tasmanian country leavers. Table 22 shows that 12.6% of the leavers indicated that their parents could not afford their continuation. In the South Australian Study, only 6.3% rated this of "some importance" or more important. The interviews also revealed several leavers who had initially planned to continue their education but had preferred to stay in their home areas and take low status jobs.

7. TRANSITION: WORK AND UNEMPLOYMENT

7.1 Desire to Remain in Country Areas

One of the overwhelming impressions to emerge from the interviews was of young people who very much wish to remain in their own areas but who desperately want to work.

For example, Sally, whose family provides one of the teams and the court for the local badminton competition, was not prepared to move to Launceston to do H.S.C. studies, although her school results suggest that she was more than capable and she had relatives with whom she would have been able to board.

Mary similarly, had been planning to move to Launceston to do H.S.C. However, her father had died and she felt she should stay with her mother. She had lived in Launceston when younger but prefers the country. She now works in a bakehouse in a job which will terminate when she turns 18.

Cathy was an excellent student at school and planned to be a teacher. However, she was sick of school and did not want to leave home as was necessary to do H.S.C. She found work with a drycleaner in a town within commuting distance from her home and hence chose to work rather than continue her education.

Danny remained unemployed in his area for three months to become qualified under the S.Y.E.P.T. scheme for the government subsidy to his employer, a chain saw repair service. He says he was not interested in applying for jobs in Hobart as he likes country living "because it's quieter here".

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23. Education Department of South Australia, Adelaide, 1979, p. 17. School Leavers Project.

Sara had planned to be a lawyer. She was well above average as a student and had enjoyed her work experience in a lawyer's office. However, she would have had to move to Hobart to do H.S.C. This would have separated her from her main interest, her horses. Consequently, when she heard of a horse equipment shop opening locally, she asked for a job. She now runs the shop (but is not paid extra for this) and also gets to work with the owner's horses. She much prefers this set-up to leaving home.

Pat had planned to move to Launceston to do her H.S.C. However, she was "sick of school" and when she found a part-time job as a receptionist in a local hotel, she decided to take a year off school to think about her future. She now has a full-time job, and having become used to the freedom and the money, does not believe she will return to education. The fact that she did not want to move away from her boyfriend contributed to her decision.

Although the interviews concentrated on females who had accepted low-status jobs rather than continue with their education and hence leave home, the initial questionnaire revealed that males were even more attached to country areas. Table 24 indicates where males and females would like to work when they settle down.

Table 24. If you could choose, where would you most like to work when you settle down?

	Male (N = 510)		Female (N = 508)	
	No.	%	No.	%
Near home	306	60.0	214	42.1
Other country district	65	12.8	54	10.6
Large town or city	51	10.0	130	25.6
Interstate	72	14.1	98	19.3

However, nearly 20% more males and 26% more females expected to be working in a large town or city as shown in Table 25.

Table 25. Where do you expect you will be working when you finish your education?

	Male (N = 510)		Female (N = 508)	
	No.	%	No.	%
Near home	235	46.1	136	26.8
Other country district	54	10.6	40	7.9
Large town or city	149	29.2	264	52.0
Interstate	54	10.6	53	10.4

The May questionnaire revealed that the leavers (mainly Year 10 leavers in this study) had largely remained in their own areas. Only 32 (10.6%) of the 302 leavers had moved to get a job. The place of work of those finding employment is given in Table 26.

Table 26. Where is your place of work?

	Male (N = 121)		Female (N = 83)	
	No.	%	No.	%
Near home	66	54.5	31	37.3
Nearby country area	20	16.5	21	25.3
Other country area	2	1.7	1	1.2
Large town or city	32	26.5	29	34.9
Interstate	1	0.8	1	1.2

The fact that Year 9 and 10 leavers have largely taken work in country areas also supports the interview study data (e.g. Cathy and Sara) that finding a job reasonably close to home is a disincentive to continuing to study when the latter involves leaving home.

As Table 27 shows, when asked in the initial questionnaire what they liked about their home districts, by far the largest group of respondents listed environmental factors followed by social advantages, family and friends. Disadvantages were largely perceived to be social (33.5% of first responses) with 20.4% of respondents reporting no dislikes about their home districts.

Table 27. What things do you like about your home town or district? (first responses)

	No.	%
Environmental factors	478	47.0
Location	13	1.3
Social factors	155	15.2
Family/friends	110	10.8
Economic factors	2	0.2
Everything	25	2.5
Nothing	83	8.2
Amenities	68	6.7
No response	64	6.3
Not applicable	20	2.0
TOTAL	1018	100.0

In summary, the school leavers would prefer to stay in country areas. Over half the girls and nearly three-quarters of the boys want to work in the country. They particularly like the environment and, apart from a limited social life, they see very few disadvantages in country living. If the education system forces them to choose between leaving the country and discontinuing their education then significant numbers are going to choose the latter. Similar conflicts arise where there are few suitable jobs available in their areas. Leavers choose low status or unsatisfactory jobs rather than move to the city.

7.2 Desire to Work

There is no doubt from the interviews that the school leavers, particularly those unemployed, desperately want work. Amanda, for example, serves in a milk bar without pay. To external appearances she has a regular job. She does this because she is "terribly bored" from having nothing to do.

Apart from the few local jobs that become available, she has applied for over 30 jobs in the city. She would be happy to travel the 120 kilometres return each day as she could get a regular lift.

Trudy works three days a week in a fruit shop, earning only $8.00 a week more than she received from unemployment benefits. She much prefers this to being bored at home while unemployed.

Beth was an average student, very personable and seemed eminently employable. She is "on call" at Coles, guaranteed work on Friday nights and Saturday mornings only. She has written to 29 hairdressers seeking employment next year.

Philip has managed to find a variety of casual labouring jobs in his area but neither an apprenticeship nor a steady job. He does not like being unemployed and worked without pay for a local service station.

Tammy has only managed to obtain two casual jobs since leaving school. She was very well presented, when interviewed. The two jobs she obtained were both manual jobs. One was bagging potatoes, the other splitting scallops. As dirty, smelly and low paid as these jobs were, they were preferable to the boredom of being unemployed. Without them she would have "gone up the wall". Tammy admits that while at school she thought it would be good to do nothing, but not anymore.

When interviewed, Jim seemed to be the least active work seeker in the sample. He says this is because there had been nothing to apply for locally in the last two months. He had applied for a variety of apprenticeships at the start of the year and has already re-applied for next year. He has been for two jobs supplied by the C.E.S. but missed out. He had one part-time job in a snack bar which lasted two months. Despite playing a lot of tennis, Jim says he is often bored. He thinks he will do H.S.C. next year if nothing else comes along.

A few months after leaving school, Martha got a job in an orchard and then went on to packing apples until the end of the season. Since then, she has applied for a variety of jobs in her area ranging from office jobs to the bakehouse but with no success. She has been and asked most of the local employers. Martha says she is angry with people who say that there are jobs available if you look. "If there is a job", she says, "there is a stampede for it".

Of the 302 responses to the May questionnaire, 91 (30.1%) were from leavers who did not have a job. However, as the interviews indicate, these do not represent people who are shy of work. Only 22 leavers (7.3%) did not have some sort of job in the five months since they left school. Everyone of these indicated that they were looking for work. Three of them were not on unemployment benefits. They averaged over 5 job applications since they left school, excluding the three leavers who answered "lots" when asked for the number of applications.

The interviews reveal that the unemployed leavers had largely found work in seasonal industries such as fruit and vegetable picking, scallop splitting or in casual labouring jobs. They inevitably became unemployed at the end of the season. However, two of those interviewed had left their jobs after a conflict with their employer.

The importance of casual and temporary jobs is indicated in Table 28 which gives the number of leavers employed in various ways.

Table 28. Employment status

	No.	%
Unemployed	91	30.1
Employed	211	69.9
Total	302	100.0
Employed full-time	180	85.3
Employed part-time	28	13.3
No response	3	1.4
Permanent	161	76.3
Not permanent	46	21.8
Don't know	3	1.4
No response	1	0.5
Either part-time or not permanent	54	25.5
Full-time and permanent	154	73.1
Don't know	3	1.4
Total	211	100.0

A total of 54 of the 211 employed leavers (25.5%) are either part-time, not permanent or both. Only 51% of the leavers have full-time, permanent jobs.

The clear evidence is that the country school leavers badly want work and readily accept unpleasant, casual, temporary and even voluntary jobs where they can find them.

7.3 Boredom Associated with Unemployment

The previous section also indicated the boredom associated with unemployment. This is a reason given by those interviewed for wanting work, however unpleasant or casual. The only exceptions were those living on farms. They seemed to have much more to do, usually helping with the farm work. Boredom appeared to be worst for females in country towns in areas where there were very few seasonal jobs.

Some idea of how the unemployed group spend their time comes from their indication of how often they undertake the activities given in Table 29.

Table 29. How often do you do each of the following (N = 91)?

How Often?	Never		Occasionally		Once a Week		Daily	
	No.	%	No.	%	No.	%	No.	%
Go to C.E.S.	27	29.6	48	52.7	12	13.2	0	0.0
Go to centres for unemployed people	54	59.3	24	26.4	2	2.2	5	5.5
Work around home	3	3.3	28	30.8	9	9.9	46	50.5
Work voluntarily in the community	52	57.1	25	27.5	5	5.5	3	3.3
Do odd jobs for money	32	35.2	48	52.7	4	4.4	2	2.2
Hang around with friends	27	29.6	36	39.6	9	9.9	13	14.3
Go looking for jobs	7	7.7	37	40.7	19	20.9	25	27.5
Watch T.V.	2	2.2	44	48.4	1	1.1	40	44.0
Attend courses or programmes to improve job chances	68	74.7	8	8.8	5	5.5	3	3.3

This table is actually a guide to what the leavers don't do in that the greatest numbers of responses are in the "never" and "occasionally" categories. The only significant "daily" activities are working at home and watching T.V. Well behind these come job searching, which along with visiting the C.E.S. is the largest "once a week" activity.

Attending courses, going to centres for the unemployed, working voluntarily and doing odd jobs are all fairly rare activities. It is startling to discover that almost 30% said that they never "hang round with friends" and nearly 40% only do so occasionally. This question was identical to that used in the South Australian School Leavers Project for urban leavers where the responses were 22% "never" and 43% "occasionally".[24] The important "daily" activities reported in that study were also working at home (55%), looking for jobs (43%) and watching T.V. (36%).

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24. ibid Table 5.36, p. 98.

As in the South Australian study, there are large sex differences as shown in Table 30.

Table 30. How often males and females do the activities listed (33 males and 58 females)

How Often	Never		Occasionally		Once a Week		Daily	
	M	F	M	F	M	F	M	F
Go to C.E.S.	21.2%	34.5%	54.6%	51.7%	15.2%	12.1%	0.0%	0.0%
Go to centres for unemployed	51.5%	63.8%	30.3%	24.2%	3.0%	1.7%	0.0%	8.6%
Work around home	3.0%	3.5%	48.5%	20.7%	6.1%	12.1%	27.3%	63.8%
Work voluntarily	60.6%	55.2%	24.2%	29.3%	0.0%	8.6%	0.0%	5.2%
Hang around with friends	12.1%	39.7%	39.4%	39.7%	15.2%	6.9%	21.2%	10.3%
Go looking for jobs	0.0%	12.1%	39.4%	41.4%	15.2%	24.1%	36.4%	22.4%

Although the numbers answering the questions (particularly males) are small, it is clear that females work at home significantly more than males, whereas males spend much more time with friends. The isolation of female school leavers is dramatically illustrated by these figures. Nearly 80% only occasionally or never spend time with their friends. It is quite apparent why they are so unhappy with unemployment and so keen to find any sort of work.

8. FEMALE LEAVERS

8.1 Girls Leaving School

The previous sections have already indicated that female school leavers have different problems from their male counterparts. For example, in section 6.2, it was noted that females were 71% of those who stated that they did not continue with education because their parents could not afford it.

Many differences arise from the job expectations of males and females. The females indicated in November that they would prefer jobs as lower professionals (e.g. nurses and teachers), personal and domestic workers (e.g. hairdressers) and as clerical workers. Males preferred jobs as craftsmen and as upper professionals (e.g. lawyers and doctors). The actual jobs obtained by the school leavers are given in Table 31.

Table 31. Major employment categories of those presently employed

	Male		Female	
	No.	%	No.	%
Clerical	11	9.1	24	27.3
Craftsmen and Foremen	38	30.8	0	0.0
Shop Assistants	4	3.3	33	37.5
Operatives	19	15.4	14	15.9
Personal and Domestics	9	7.3	13	14.8
Farm Workers	26	21.1	2	2.3
Labourers	16	13.1	0	0.0
Other	0	0.0	2	2.3
TOTAL	123	100.0	88	100.0

These are Year 10 school leavers and hence cannot have obtained professional jobs. However, the males largely achieved craftsmen's jobs as preferred although many ended up as farm workers, operatives and labourers against their preferences.

Of the females, 38.6% ended up as shop assistants whereas only a small percentage indicated a preference for this work originally. The preferred jobs of those ending up as shop assistants are given in Table 32.

Table 32. Preferred jobs of female shop assistants

	No.	%
Upper professional	3	9.1
Lower professional	10	30.3
Clerical	4	12.1
Shop Assistants	6	18.2
Personal/Domestics	8	24.2
Other	2	6.1
TOTAL	33	100.0

This illustrates one of the major difficulties for girls leaving school in the country. There are very few desirable jobs available to them. For clerical jobs they have to move to the city or large towns. The only jobs they can get locally are as shop assistants, process and service workers. Furthermore, the interviews revealed several girls who had good school results but had accepted low-status jobs rather than leave their home areas.

This suggests that girls who would have preferred jobs as shop assistants and such like will find it hard to get any sort of work. This is confirmed by the fact that of the 21 female leavers who indicated a preference to be a shop assistant, 10 (47.6%) were unemployed in May.

The overall unemployment rate among female leavers is much higher than for the males. This is shown in Table 33. Nearly two thirds of the unemployed are females.

Table 33. Do you have a job now?

	Male		Female	
	No.	%	No.	%
Yes	123	78.9	88	60.3
No	33	21.1	58	39.7
TOTAL	156	100.0	146	100.0

When the numbers engaged in full-time, permanent work are compared, females do even worse as shown in Table 34.

Table 34. Those with full-time, permanent work

	Male		Female	
	No.	%	No.	%
Yes	94	60.2	60	41.0
No	60	38.5	85	58.3
Don't Know	2	1.3	1	0.7
TOTAL	156	100.0	146	100.0

Most of those employed in part-time and casual jobs are engaged in fruit and vegetable picking and are almost certain to have become unemployed when the respective seasons ended (June or July in most areas). Hence the figures in Table 34 are the best guide to the numbers of school leavers achieving lasting employment.

The dismal prospects for girls leaving school takes on tragic proportions when their isolation in the home (see Section 7.3) is taken into consideration.

9. CHARACTERISTICS OF THE EMPLOYED AND UNEMPLOYED GROUPS

In this section the results from the two questionnaires and the interviews have been analysed by the employment status of the school leavers in May. At the time 211 (69.9%) of the leavers were employed and 91 (30.1%) were unemployed. The numbers employed full-time, part-time and in permanent jobs are given in Table 36.

9.1 Geographical Differences

Table 35 shows that there are considerable differences between the three country areas in employment rates.

Table 35. Employment status of leavers in the three regions studied

	Employed (N = 211)		Unemployed (N = 91)	
	No.	%	No.	%
Huon	84	81.6	19	18.4
Derwent Valley	55	54.5	46	45.5
North-East	72	73.5	26	26.5

Although the Huon figures seem to indicate reasonably low unemployment in that area, the figures are distorted because of seasonal employment. At the time of the questionnaire (April-May) the apple season was at its height. This employs many school leavers in the Huon, but only for a few months. This is confirmed by the number of casual jobs; 24 in the Huon, 13 in the Derwent Valley and 9 in the North-East. The interviews revealed that those employed in the apple industry in May were all unemployed by July (in particular Amanda, Denise, Pat and Martha). These figures suggest that over 30% of the Huon leavers would be unemployed by July.

If we take those with full-time, permanent jobs as the ones who have successfully entered the workforce, then the situation is as shown in Table 36.

Table 36. Leavers with full-time, permanent jobs in the three regions (N = 302 leavers)

	No.	%
Huon	56	54.4
Derwent Valley	39	38.6
North-East	59	60.2
TOTAL	154	51.0

The Derwent Valley figures reveal a significantly high rate of unemployment. In the interviews, leavers from this area reported that they could find very few jobs even to apply for. There is very little seasonal work available and only a few major employers. This high rate of unemployment is much the same both in New Norfolk and further up the Valley in the Glenora area.

The similarity in full-time permanent employment opportunities in the Huon and North-East is surprising. The former is a "disadvantaged" country area for Schools Commission funding, while the latter is regarded as a relatively well-to-do rural area. The Derwent Valley is also not a "disadvantaged" area. It seems, at least with regards to school to work transition, that the concept of "disadvantaged" country areas does not accord with the actual situation in Tasmania.

Although the questionnaire data does not distinguish directly between those living in towns and those living further out, it would be useful to be able to compare the unemployment rates of the two groups. The only interview data on this subject is that leavers living in certain towns (New Norfolk in particular) find it very hard to find employment. Some indication of proximity to a town is given by the time taken to get to school (from the November questionnaire) although this is complicated by bussing from towns with district schools to high schools. However, those taking less than half an hour to get to school obviously live close to a town. Their unemployment rate of 32.6% is not very different from the 30.1% of the total group of leavers. A second indication comes from comparing the group who live on farms with non-farm dwellers. Of those who live on farms 24.2% are unemployed compared with 31.9% of those who do not. However, these differences are not significant.

Overall the study does not show any differences in ability to find work between those living in rural towns and those living further out.

9.2 Family Background

Although only small numbers are involved, there is a significantly lower rate of unemployment among leavers with fathers who work full-time. The results are given in Table 37.

Table 37. Is your father working at present?

Fathers' employment status	Employed Leavers (N = 211)		Unemployed Leavers (N = 91)	
	No.	%	No.	%
Yes. Full-time	183	72.9	68	27.1
Other (part-time, unemployed etc.)	26	54.2	22	45.8

There are also significantly higher levels of unemployment among leavers whose fathers have lower status jobs. These results are shown in Table 38, where the original 16 point scale has been collapsed to 4 major categories (See Appendix E) to give reasonable numbers in each group.

Table 38. Employment status for different fathers' occupations

	Employed		Unemployed	
	No.	%	No.	%
White collar	28	87.5	4	12.5
Farmer	31	91.2	3	8.8
Semi-skilled	26	70.3	11	29.7
Unskilled	107	66.5	54	33.5

These two tables show five times the unemployment rate among leavers whose fathers are not working as compared to those whose fathers are farmers. Clearly, economic and social status are being effectively passed on from father to children.

However, employment or otherwise of the leavers' mothers does not lead to significant differences in employment rates. Similarly there is little difference in employment rates among leavers whose mothers have different status jobs except that those whose mothers are domestic or service workers have a significantly higher (at the 2% level) rate of unemployment. Some of these results are given in Table 39.

Table 39. Employment status for different mothers' occupations (5 major categories)

Mothers' employment status	Employed		Unemployed	
	No.	%	No.	%
Lower professional	13	86.7	2	13.3
Shop assistants	12	85.7	2	14.3
Factory workers	14	77.8	4	22.2
Domestics	37	64.9	20	35.1
Farm labourers	11	84.6	2	15.4

There were marked differences in employment rates depending on the actual job the leavers expected. The results are given in Table 40.

Table 40. Job expected by employment status (5 major categories)

Job expected	Employed		Unemployed	
	No.	%	No.	%
Professional (upper and lower)	11	84.6	2	15.4
Clerical	35	79.5	9	20.5
Craftsmen	58	81.7	13	18.3
Shop assistants	28	60.9	18	39.1
Domestics	21	58.3	15	41.7
Farm labourers	17	89.5	2	10.5

However, these differences do not depend on the socio-economic status of the jobs but on the sex of the respondents. There are very few jobs as shop assistants and domestics available to girls in country areas.

The unemployed and employed groups did not have any significant differences in the reasons for choosing their expected jobs.

The leavers were asked in the November questionnaire if they would have a better chance of obtaining their expected jobs if they lived in the city. There are significant differences between the responses of the employed and unemployed groups listed in Table 41.

Table 41. Better chance of obtaining expected job in the city by employment status

	Employed		Unemployed	
	No.	%	No.	%
Yes	64	67.4	31	32.6
No	73	82.9	15	17.1
Wouldn't make any difference	74	63.3	43	36.7

Those who do not believe that they would have a better chance have a much lower rate of unemployment. Presumably, this group are expecting a job that is available in their country area.

9.3 Preparation for Employment

There are significant differences in the School Certificate results of the employed and unemployed leavers. Table 42 shows the number of Level 1 (lowest) and Level 3 (highest) passes obtained by the two groups in the four basic subjects.

Table 42. School Certificate results by employment status (percentages)

Number of passes	Employed		Unemployed	
	Level 1	Level 3	Level 1	Level 3
0	62.1	67.7	41.8	86.8
1	14.7	10.0	15.4	8.8
2	11.9	9.5	22.0	0.0
3	3.3	5.7	11.0	4.4
4	8.1	7.1	9.9	0.0

As this table shows, the unemployed group have far fewer Level 3 passes and more Level 1 passes. These results are not surprising as employers often select on the basis of School Certificate results. It does highlight the pressure on students with good School Certificate results who know they have a good chance of getting a job to leave school. At lower levels of achievement there seems to be a cut-off for students with two or more Level 1 passes. For this group, 44% remained unemployed six months after leaving school.

Despite large differences in unemployment rates between the three regions studied, there are no significant differences in the levels of School Certificate passes in the three areas. This suggests that it is not poor school results leading to unemployable leavers, but rather it is a pre-existing tight employment market allowing employers to select those with the best results.

As mentioned in section 5.1, leavers had a better understanding of their parents' jobs than of the job they expected for themselves. However, when the employed and unemployed groups were compared on this understanding, there were no significant differences.

What is significant (at the 0.05 level) is the understanding of the job they hoped to obtain for themselves. Those who had a good or very good understanding of the job expected had a lower level of unemployment than the rest as shown in Table 43.

Table 43. Description of expected job by employment status

	Employed		Unemployed	
	No.	%	No.	%
Very good or good	77	78.6	21	21.4
Other categories	134	65.7	70	34.3

Those who leave school with a clear idea about the nature of the job that they are seeking are less likely to end up unemployed. It is of concern that less than a third (32.5%) of the school leavers had such an understanding in the November of their last year at school.

Having definite job plans also seems to be important. Leavers responses to the question, "How definite are your job plans?" (in the November questionnaire) are given in Table 44.

Table 44. Job plans by employment status

	Employed		Unemployed	
	No.	%	No.	%
Know the job I want	151	77.0	45	23.0
Haven't thought much	5	55.6	4	44.4
Thought but no idea	17	50.0	17	50.0
Trying to decide	36	61.0	23	39.0

There is a significantly lower rate of unemployment among those who already knew the job they wanted before they left school. This may be due to a number of students having a job arranged before they actually leave school. However, it is apparent that students who leave school without a clear idea of the job they want run a much greater risk of unemployment.

The leavers were asked in the November questionnaire who they had talked to and who gave the most helpful advice about choosing a job. Only the latter question produced significant differences (at the 0.02 level) between the employed and unemployed groups. Table 45 shows the differences.

Table 45. Who gave the most helpful advice to the employed and unemployed groups

	Employed		Unemployed	
	No.	%	No.	%
Parents and family	74	72.6	28	27.4
Teachers	18	62.1	11	37.9
Employers/Employees	14	93.3	1	6.7
Careers/Guidance Teachers	29	76.3	9	23.7
C.E.S. etc.	36	73.5	13	26.5
Friends/Other	12	75.0	4	25.0
No one/Myself	13	44.8	16	55.2
No response/N.A.	15	62.5	9	37.5

There is very high unemployment among those who trusted in their own advice (or received no other advice). Some leavers will inevitably not accept the advice that is available, but such leavers are likely to become unemployed.

The next highest level of unemployment is for those who found their teachers' advice most helpful. By contrast, those who valued the advice of careers teachers had one of the lowest rates of unemployment. But as mentioned in section 5.1, careers teachers are much less consulted than family and friends. Just over a third of the leavers indicated that family and friends gave the most helpful advice and this group had a fairly average unemployment rate.

The implications for careers advice in schools is that relevant information should be made available to all teachers and also to parents and the community at large. Careers teachers should see their role as giving careers advice to the whole community. Only in that way can they ensure that the information is available to those who need it.

Finally, Table 45 shows clearly that if you want a job, ask an employer. This of course is the hard reality. All the advice in the world can't ensure employment. Only an employer can actually give you a job.

Students' own predictions of the likelihood of unemployment and their chances of success in the future are borne out to a significant degree. The breakdowns are given in Tables 46 and 47.

Table 46. Predicted likelihood of unemployment by employment status

Predicted likelihood of unemployment	Employed		Unemployed	
	No.	%	No.	%
Very likely	24	53.3	21	46.7
Likely	32	72.7	12	27.3
Possible	97	68.3	45	31.7
Unlikely	25	80.6	6	19.4
Not at all likely	33	82.5	7	17.5

Table 47. Predicted chances of success by employment status

Predicted chances of success	Employed		Unemployed	
	No.	%	No.	%
Very good	27	79.4	7	20.6
Good	81	81.8	18	18.2
Fair	99	62.7	59	37.3
Not much good	2	25.0	6	75.0
No good at all	1	50.0	1	50.0

Leavers who predicted that it was very likely that they would be unemployed have more than twice the unemployment rate of those who considered it to be unlikely. Significantly, those who felt their chances of being successful in life were "fair" or worse also have more than twice the unemployment rate of those who rate their chances as "good" or better. There were 168 leavers (55.6%) who did not consider they had a good chance of success in life, and nearly 40% of them remained unemployed in May. Clearly country students see getting a job as one of the major indications of being successful in life. Even before they leave school many know that they are failures.

The analysis of this section defines two groups. The first, smaller group has a much lower chance of unemployment. By the time they leave school they have a clear idea of the job they want, know what it entails and may even have it arranged through direct contact with employers.

The second group is the "at risk" group for potential unemployment. About a third of the leavers fall into this category. They have no clear idea of the job they hope to get and have difficulty describing what it may involve. They know it is likely that they will end up unemployed and they see themselves as only having a "fair" chance of success in the future.

The evidence suggests that, even before they leave school, the life chances of these young people have been seriously curtailed.

10. CONCLUSIONS

10.1 Retention in Full-Time Education

The most striking finding of this study was the low retention rate beyond Year 10 of the rural Tasmanian students, compared with schools in urban areas and their very low retention rate (2 to 3 times less) compared with the rural students in the other states participating in the study.

The low retention rates are apparently not a consequence of poorer academic results of rural students as they are also a feature of rural areas where students perform close to the state average.

The interviews revealed several factors contributing to the Tasmanian situation. The first and most important seems to be the termination of secondary schools at Year 10 and the fact that Year 11 and technical classes are only available in urban areas.

Another factor was the desire to obtain employment. This was responsible for several of the more able students discontinuing their education. A third factor was leavers being "fed-up" with school. However, only the first factor is peculiar to Tasmania and thus can be invoked to explain the interstate differences.

10.2 The Employment Situation

The employment situation facing rural school leavers is grim. Six months after leaving school, 30% of the leavers were unemployed. Only half of the leavers had full-time permanent jobs and the interviews indicated that those employed casually (the majority in seasonal work) could expect to be unemployed within two to three months.

10.3 Desire to Work

Rural school leavers most definitely want to work and they would prefer to work locally. The interviews revealed leavers who had taken temporary, part-time (with little more pay than unemployment benefits) and even unpaid work.

10.4 Special Problems of Female Leavers

The situation of female school leavers in rural areas is particularly bad. They made up nearly two-thirds of the unemployed.

The interviews showed that there are few local permanent jobs available to them other than as shop assistants. Even these are likely to terminate when the leaver turns 18. Yet there is a trend for those with better school results to leave after Year 10 and take these jobs. The others can only hope for seasonal work or else remain unemployed.

When they are unemployed, the females (much more than the males) are largely isolated. They have little contact with their friends or centres for the unemployed. Their major activity is doing housework.

Not surprisingly, they desperately want to work and readily accept unpleasant, casual and even voluntary jobs when they can find them.

There were virtually no females in the study employed outside the typically "female" areas. There were no female apprentices apart from hairdressers. The girls interviewed had a very sex-stereotyped understanding of suitable employment. There are few specifically rural industries which appealed to the girls themselves and which could lead to a career. Horse breeding and training is a possible exception.

10.5 School Assistance to Leavers

The study revealed very few examples of schools assisting their students after they had left. Leavers had not consulted careers or other teachers since the end of school.

10.6 Work Experience

Work experience proved valuable to leavers who had participated in it. Although it was usually available in schools, a surprising number of leavers had missed out.

10.7 Careers Advice

Leavers obtained their careers advice largely from parents and family, careers teachers and other teachers were much less consulted and valued. Nearly 80% of leavers believed that more time should be spent at school preparing students for work.

10.8 Disadvantaged Rural Areas

Within the limitations of this study, the designated "disadvantaged" rural area (the Huon) did not present more problems than the other areas. The assumption that areas with low socio-economic status will have students who are poorer in basic skills and who encounter more difficulties on leaving school is not supported by this study. All three areas face considerable disadvantage but the area most affluent on the basis of census data (the Derwent Valley), appears to present the most problems.

10.9 The Likelihood of Employment and Unemployment

Two sub-groups of leavers were characterised. The first and smaller had a much lower chance of unemployment. By the end of their last year at school, they had a clear idea of the job they wanted, knew what it entailed and may have even arranged it by direct contact with potential employers. They were likely to have fathers who were farmers or in white collar occupations.

The second group was the "at risk" group for potential unemployment. About one third of the leavers fell into this category. They had no clear idea of the job they hoped to get on leaving school. Their fathers were likely to be semi-skilled or unskilled workers. While still at school, they knew it was probable that they would end up unemployed and saw themselves as only having a "fair" chance of success in the future.

11. RECOMMENDATIONS

11.1 It is imperative that the Education Department encourages country students to continue their education beyond Year 10 by providing facilities in local areas. This will require not only H.S.C. courses but also pre-employment courses at Year 11 level and a range of technical and further education courses.

The particular needs of rural areas, i.e. the lack of public transport between centres, seasonal work at certain times, etc., suggest that a decentralised, flexible model of course provision may be the most appropriate.

11.2 The Director of Further Education should ensure:

(a) that the present moves to extend further education to three Tasmanian rural areas are given a higher priority;

(b) that the different approaches to the extension of further education currently being adopted are closely monitored in order to determine the most appropriate methods of course provision;

(c) that the Derwent Valley is included in the present extension of further education and that other rural areas are included in the near future; and

(d) that particular attention is given to the provision of courses which are attractive to young females.

11.3 The Country Education Committee of the Education Department should:

(a) re-examine the concept of rural disadvantage. It may be necessary to regard all Tasmanian rural areas as disadvantaged and to ensure that all get additional funding either sequentially or concurrently; and

(b) prepare a case to go to the Directorate of the Education Department, to the Schools Commission, and to other State and Commonwealth funding bodies, which would document the need to:

(i) tackle country disadvantage on a wider scale;

(ii) undertake initiatives that are particularly designed to assist school leavers; and

(iii) undertake special programs for girls.

11.4 The Policy Support Group in the Education Department should initiate an examination of the Department's existing policies towards rural areas. This should include an appraisal of the Department's role as a major economic force and employer in rural areas and should indicate ways in which it can best help economic development, improve employment prospects (particularly for girls) and include considerations of the welfare of local communities when making decisions.

11.5 Rural Secondary Schools should develop a comprehensive transition programme and it should be clear to staff, students and parents alike, what the school is attempting in this area. As part of this programme schools should:

11.5 cont.

(a) "follow-up" their ex-students on a regular basis. Not only will this reveal opportunities where they can help leavers, but will also provide necessary basic data for developing transition policies;

(b) where practical, take the initiative to see that careers teachers and others are available to help unemployed leavers with careers information, help with job applications, etc.;

(c) regard work experience as a normal part of schooling and as compulsory as any other school activity or subject;

(d) make dramatic attempts to encourage girls to take a wider view of their possible post-school roles. School practices that discourage girls from taking Manual Arts or Level III Mathematics should be discontinued. In this regard, successful projects such as the Princes Hill Equal Opportunity Project,[25] should be examined by school staffs and appropriate methods adopted. Schools should also examine ways of providing a wide range of non-traditional employment models for their girl students. For example, schools could bring females who are working in trade and technical areas to work in the school over a period of several weeks; and

(e) Careers (transition area) teachers should accept that students seem to receive most of their advice about jobs from their families and so should direct a considerable part of their efforts to providing careers advice to the community at large.

11.6 The Director of Secondary Education, recognising that families are the major source of careers advice, should investigate ways of providing career information to parents as an alternative to expanding the number of teachers in the transition area.

11.7 The Tasmanian Minister for Education should take to Cabinet a proposal to establish a high-level working party to examine and recommend on ways of implementing a "Youth Guarantee" or some similar scheme ensuring that acceptable post-school roles (e.g. work, further study, work experience, community service or some combination of these) are available to all school leavers. The Commonwealth Government should be invited to be represented on the working party.

Only the implementation of a scheme such as this seems capable of significantly alleviating the plight of rural school leavers (particularly girls).

11.8 The Research Branch of the Education Department should further investigate:

(a) how the nature of local areas (particularly in the country) affects the educational and work aspirations of students, including the consequences of the restricted role models available to country students; and

(b) the social and personal consequences of extended unemployment for girls in rural areas.

25. J. Beacham and T. Thomson, Equal Opportunity. The Princes Hill Project, (Princes Hill High School, Melbourne, 1979).

11.9 The State and Commonwealth Governments should:

(a) encourage existing industries to move to rural areas to utilise the pool of eager young workers available there;

(b) support industries that employ numbers of young females in rural areas;

(c) require government departments to recognise their economic roles in rural areas and to have policies aimed at assisting local economies;

(d) consider financial measures such as tax incentives, designed to encourage married women to leave the workforce;

(e) ensure that schemes and agencies whose function is to give advice and support to school leavers, do not neglect the very real need demonstrated in rural areas; and

(f) initiate job creation and job sharing schemes designed to make more work available.

APPENDIX A: NOVEMBER (1978) QUESTIONNAIRE

INTERSTATE SURVEY OF POTENTIAL SCHOOL LEAVERS

Please do not write in this column

PLEASE ANSWER ALL QUESTIONS

Please write in BLOCK CAPITALS

1. NAME (in full please) _____

2. YOUR HOME ADDRESS _____

_____

State _____ Post Code _____

3. SCHOOL _____

1 2 3 | 4 | 5 6 7 | 8 9

(Please circle the number which applies to you or write in the space provided)

4. Sex

Male _____ 1

Female _____ 2

10

5. How old are you?

13 years or less _____ 1

14 years _____ 2

15 years _____ 3

16 years _____ 4

17 years or more _____ 5

11

6. Do you live away from your home during the week days of the school-term?

Yes _____ 1

No _____ 2

12

Please do not write in this column

7. How do you usually get to school?

School bus _____ 1

Car _____ 2

Public transport _____ 3

Bicycle/walk _____ 4

13

8. About how much time does it take you to get to school and back home again each day?
(Please make sure that you give your total daily travelling time)

Less than half an hour _____ 1

Half to one hour _____ 2

Between one and two hours _____ 3

Between two and three hours _____ 4

More than three hours _____ 5

14

9. Please tell us (in numbers) how many brothers and sisters you have :

I have _____ older brothers and _____ older sisters.

I have _____ younger brothers and _____ younger sisters

15 16 17 18

10. In which country were you born? _____

19

11. If you were not born in Australia, how many years have you lived in Australia? _____

20 21

12. Do your parents always use English to talk to each other at home?

Yes _____ 1

No _____ 2 (what other language do they use? _____)

22

23

Please do not write in this column

13. Is your father (or step-father) working at present?

Yes. He works full-time _____ 1
Yes. He works part-time _____ 2
No. He is unemployed _____ 3
No. He is retired or on a pension _____ 4*
I do not have a father (or step-father) _____ 5*

* Go to question 16

□ 24

14. What is the name of his job? (If he is unemployed, tell us the name of his usual job)

_____ _____
_____
_____

□□ 25 26

15. Please tell us, as carefully as you can, what he does in this job:

_____
_____
_____
_____

□ 27

16. Does your mother (or step-mother) have a paid job?

Yes. She works full-time _____ 1
Yes. She works part-time _____ 2
She usually works but is not working at present __ 3
No. She does not have a paid job _____ 4*
I do not have a mother (or step-mother) _____ 5*

* Go to Question 19.

□ 28

Please do not write in this column

17. What is the name of her paid job?
(If she is not working at present, tell us the name of her usual job).

_____

_____

_____

29 30

18. Please tell us, as carefully as you can, what she does in this job :

_____

_____

_____

31

19. Do you live on a farm or station?

Yes _____ 1

No _____ 2 (Go to Q. 24)

32

20. Does your family own this farm or station?

Yes, it belongs to my family _____ 1

No, my father is the manager _____ 2

No, my father works on the farm or station _____ 3

33

21. What kind of farm or station is it?

Wheat or sheep _____ 1

Grazing property _____ 2

Fruit, vegetable, sugar-cane or poultry _____ 3

Mixed farm _____ 4

Dairy farm _____ 5

Other (please specify) _____ 6

34

Please do not write in this column

22. When you finish your education, do you expect to work full-time on this farm or station?

Yes _____ 1
No _____ 2
Not sure _____ 3

[ ] 35

23. If you answered "no" to question 22, please tell us why you don't expect to be working full-time on this farm or station :

_____
_____
_____
_____

[ ][ ][ ][ ] 36 37 38 39

24. Which grade are you in at school?

Grade 9 _____ 1
Grade 10 _____ 2
Grade 11 _____ 3
Grade 12 _____ 4

[ ] 40

25. If you have been a student at any other secondary school(s) please tell us the name of the school and the town it is in:

_____
_____
_____
_____

[ ] 41

[ ] 42

Please do not write in this column

26. When do you think you will leave school?

I'm not sure _____ 1
As soon as I reach the leaving age _____ 2
As soon as I find a job _____ 3
At the end of Grade 9 _____ 4
At the end of Grade 10 _____ 5
At the end of Grade 11 _____ 6
At the end of Grade 12 _____ 7

43

27. What do you plan to do when you leave school?

I haven't decided yet _____ 1
Get an apprenticeship or do some job training course _____ 2
Go to university of college _____ 3
Get a job as soon as possible _____ 4
Other (please specify) _____ 5

_____

_____

44

Please tell us more about your plans for further study, for job training or an apprenticeship:

Please do not write in this column

28. How definite are your job plans?

I know the job I want _____ 1

I haven't thought much about jobs yet _____ 2

I've thought about jobs but still have no idea about the job I want _____ 3

I'm trying to decide between different kinds of jobs _____ 4

45

29. What kind of job do you expect to get when you finish your education?

_____

_____

_____

_____

_____

46 47

30. What kind of work do you expect to be doing in this job?

_____

_____

_____

_____

48

Please do not write in this column

31. When you chose this kind of job, how important were the following reasons?

(For each reason put a tick in one box)

	Very Important	Important	Not Important	
1. The job is well paid	☐	☐	☐	☐ 49
2. My father and mother would like me to have this kind of job.	☐	☐	☐	☐ 50
3. It would be hard for me to get any other sort of job near home.	☐	☐	☐	☐ 51
4. My friends at school will be doing the same kind of job.	☐	☐	☐	☐ 52
5. I am sure that I would like doing this kind of job.	☐	☐	☐	☐ 53
6. It will be fairly easy for me to get this kind of job.	☐	☐	☐	☐ 54
7. Someone in my family has this kind of job.	☐	☐	☐	☐ 55
8. I want the kind of job that helps other people.	☐	☐	☐	☐ 56

32. Which of these reasons do you think was the most important for you?

Reason No. _____ ☐ 57

Please do not write in this column

33. Do you think you would have a better chance of getting this kind of job if you lived in the city?

Yes _____ 1

No _____ 2

Wouldn't make any difference ___ 3

58

34. Please give us the reasons for your answer to question 33:

_____

_____

_____

_____

_____

59 60 61

35. Where do you expect that you will be working when you finish your education?

Somewhere near home _____ 1

In some other country district _____ 2

In a large town or city in my state _____ 3

In another state _____ 4

62

36. Do you think it is possible that you might be unemployed after you have finished your education?

Very likely _____ 1

Likely _____ 2

Possible _____ 3

Unlikely _____ 4

Not at all likely _____ 5

63

Please do not write in this column

37. How long do you think you might be unemployed?

Until Christmas _____ 1

Until the end of February _____ 2

For much of the year after leaving school ___ 3

Indefinitely _____ 4

64

38. How much would it worry you if you were unemployed?

It would worry me a lot _____ 1

It wouldn't matter much _____ 2

It wouldn't worry me at all _____ 3

65

39. How good do you think your chances are of being successful in life?

Very good _____ 1

Good _____ 2

Fair _____ 3

Not much good _____ 4

No good at all _____ 5

66

40. Who have you talked to about choosing a job?

_____

_____

_____

_____

67 68 69 70

Please do not write in this column

41. Who gave you the most helpful advice about choosing a job?

_____

_____

_____

_____

71 72

42. If you could choose any kind of job at all, what job would you most <u>like</u> to have?

_____

_____

_____

_____

73 74

43. If you could choose, where would you most <u>like</u> to work when you settle down?

Somewhere near home _____ 1

In some other country district _____ 2

In a large town or city in my state _____ 3

In another state _____ 4

75

Please do not write in this column

44. What things do you like about your home town or district?

76 77 78

45. What things do you dislike about your home town or district?

79 80 81

46. What are the really important things you would like to do in the next five years?

82 83 84

47. If somebody asked you, "Do you live in the country?" What would your answer be?

85

86

APPENDIX B: APRIL (1979) QUESTIONNAIRE

School Leavers in Country Areas

A NATIONAL STUDY

Please return to :
Research Branch,
Education Department,
G.P.O. Box 169 B,
HOBART, 7001.

PLEASE TURN OVER

BEST COPY AVAILABLE

INTERSTATE SURVEY OF SCHOOL LEAVERS

Please answer all questions that apply to you. Answer by putting a tick in the box that applies to you or by writing in the space provided.

Before starting the questionnaire please write the date on which you filled it in.

Date: / / 79

Please do not write in this column

[ ][ ]
1 2
[ ][ ]
3 4

1. If your address is now **different** from the one above, please write your new address in the space below.

_____

_____

State _____ Post code _____

[ ]
5

[ ][ ]
6 7
[ ]
8

Why have you changed your address?

My family moved	[ ]	1
To get a job	[ ]	2
To contine my education	[ ]	3
To get a place of my own	[ ]	4

[ ]
9

---

2. Are you now married?

Yes [ ] 1 No [ ] 2

[ ]
10

If yes and your surname has changed please write your new name in the space below.

_____

[ ]
11

Please do not write in this column.

3. What is your racial origin?

Please tick **ONE** box only.

European [ ] 1 Aboriginal [ ] 2

Torres Strait Islander [ ] 3 Pacific Islander [ ] 4 [ ] 12

Other [ ] 5

---

4 Are you at present doing any course of study?

Yes [ ] 1 No [ ] 2 [ ] 13

IF **NO** PLEASE GO TO QUESTION 9

---

5. What is your course of study?

_____ [ ] 14

---

6. What is the full name of your educational institution?

_____ [ ] 15

---

7. When do you expect to finish this course?

_____

---

8. Is this a full-time course?

Yes [ ] 1 No [ ] 2 [ ] 16

If you answered **YES** to question 8 this completes your part of the questionnaire.Thankyou for your help.

If you answered **NO** to question 8, please continue on to the next question.

Please do not write in this column

9. Why did you decide not to go on with full-time education?

(Tick all the boxes which apply to you)

Didn't like school or studying	[ ]	[ ] 17
Wanted to make money	[ ]	[ ] 18
Had a job lined up	[ ]	[ ] 19
None of my friends were going on	[ ]	[ ] 20
Parents couldn't afford it	[ ]	[ ] 21
I didn't think I was good enough	[ ]	[ ] 22
Parents wanted me to leave	[ ]	[ ] 23

10. Do you think that at some time in the future you might go back to full-time education?

Very likely	[ ] 1	
Likely	[ ] 2	
Not likely	[ ] 3	[ ] 24
Very Unlikely	[ ] 4	
Don't know	[ ] 5	

11. How many jobs have you applied for since leaving school?

[ ] [ ] [ ] 25 26

12. How many jobs have you had since leaving school?

Number of full-time jobs	[ ]	[ ] [ ] 27 28
Number of part-time jobs	[ ]	[ ] [ ] 29 30

Please do not write in this column.

13. When you were looking for a job, did you find that the advice given to you at school about careers and jobs was,

Very useful [ ] 1

Of some use [ ] 2

Of no use at all [ ] 3

[ ] 31

---

14. Where you given any useful advice at school on how to cope with unemployment? (e.g. what to expect, how to contact helpful organisations).

Yes [ ] 1 No [ ] 2

[ ] 32

---

15. Do you think that more time should be spent at school preparing students for work?

Yes [ ] 1 No [ ] 2

[ ] 33

---

16. Do you have a job now?

Yes [ ] 1 No [ ] 2

[ ] 34

If **YES**, please go to questions on the pink sheet

If **NO**, please go to questions on the green sheet

Please do not write in this column.

If you have a job now, please answer all the questions on the pink pages.

17. Are you employed,

Full-time [ ] 1

Part-time [ ] 2

[ ] 35

18. Are you,

An apprentice [ ] 1

On a Government Training Scheme (e.g. NEAT, SYETP) [ ] 2

On a job training course [ ] 3

Doing none of these [ ] 4

[ ] 36

19. What is the name of your job?

_____

[ ][ ] 37 38

20. Isyour job permanent?

Yes [ ] 1 No [ ] 2

[ ] 39

If NO please explain why

_____

_____

[ ] 40

21. Where is your place of work? (What town or district)

_____

_____

[ ] 41

Please do not write in this column.

22. Do you work on your family farm or station?

Yes [ ] 1 No [ ] 2 [ ] 42

---

23. How long have you been in your job?

Less than a month [ ] 1
1-2 months [ ] 2
2-3 months [ ] 3
3-4 months [ ] 4
More than 4 months [ ] 5

[ ] 43

---

24. How did you get your job? Tick the box which best applies.

Through CES or other Government agency [ ] 1
Through an employment agency [ ] 2
By responding to an advertisment in the paper [ ] 3
Through relatives or friends [ ] 4
By contacting place of employment myself [ ] 5
Through the school [ ] 6

[ ] 44

Please do not write in this column.

25. When you chose your job, how important were each of the following reasons? (for each reason put a tick in one box)

	Very Important	Important	Not Important	
1. The job is well paid	[ ]	[ ]	[ ]	[ ] 45
2. My father and mother wanted me to have this kind of job	[ ]	[ ]	[ ]	[ ] 46
3. It was hard for me to get any other sort of job near home	[ ]	[ ]	[ ]	[ ] 47
4. My friends at school are doing the same kind of job	[ ]	[ ]	[ ]	[ ] 48
5. I like doing this kind of job	[ ]	[ ]	[ ]	[ ] 49
6. It was easy for me to get this kind of job.	[ ]	[ ]	[ ]	[ ] 50
7. Someone in my family has this kind of job	[ ]	[ ]	[ ]	[ ] 51
8. I wanted the kind of job that helps other people	[ ]	[ ]	[ ]	[ ] 52

26. Which one of the reasons do you think was the most important for you?

Reason No. [ ] 53

27. How much do you like your job

Very Much [ ] 1
Quite a Lot [ ] 2
Not much [ ] 3
Not at all [ ] 4

[ ] 54

Tell us what you do like and what you don't like about your job.

[ ][ ] 55 56
[ ] 57
[ ][ ] 58 59
[ ] 60

28. Do you think you will be in this job in 12 months time?

Yes [ ] 1 No [ ] 2

[ ] 61

Please do not write in this column.

29. How do you usually get to work?

Own car or motorcycle	[ ] 1	
Public transport	[ ] 2	
Bicycle or walk	[ ] 3	
Regular lift	[ ] 4	[ ] 62
I work at home	[ ] 5	
Other	[ ] 6	

30. How long does it take you to get to work and back home each day? (Please make sure that you give your total daily travelling time).

Less than half an hour	[ ] 1	
Half to one hour	[ ] 2	
Between one and two hours	[ ] 3	[ ] 63
Between two and three hours	[ ] 4	
More than three hours	[ ] 5	

31. If you could choose any kind of job at all what job would you most like to have?

_____ [ ][ ] 64 65

_____

_____

_____ [ ] 66

32. What could you do to improve your chances of getting this job?

_____

_____ [ ][ ] 67 68

_____ [ ] 69

_____

This completes your questionnaire. Thank you for your help.

Please do not write in this column.

If you are unemployed at present, please answer all the questions on the green pages.

33. How long have you been unemployed?

Under 2 weeks	[ ] 1	
2 weeks and under 4 weeks	[ ] 2	
4 weeks and under 8 weeks	[ ] 3	
8 weeks and under 13 weeks	[ ] 4	[ ] 70
13 weeks and under 26 weeks	[ ] 5	
26 weeks and over	[ ] 6	

34. Are you looking for a job right now?

Yes [ ] 1 No [ ] 2 [ ] 71

If yes, what sort of job are you looking for?

_____ [ ][ ] 72 73

35. When did you last apply for a job?

Within the last 2 weeks	[ ] 1	
2 weeks to 4 weeks ago	[ ] 2	
4 weeks to 8 weeks ago	[ ] 3	
8 weeks to 13 weeks ago	[ ] 4	[ ] 74
More than 13 weeks ago	[ ] 5	

Please do not write in this column.

36. How often do you do each of the following:
(put a tick in one box on each line)

	Never	Occasionally	Once a week	Daily	
Go to the Commonwealth Employment Service	[ ]	[ ]	[ ]	[ ]	[ ] 75
Go to centres for unemployed people	[ ]	[ ]	[ ]	[ ]	[ ] 76
Work at home around house or garden etc.	[ ]	[ ]	[ ]	[ ]	[ ] 77
Work voluntarily in the community (e.g. looking after children, helping pensioners etc.)	[ ]	[ ]	[ ]	[ ]	[ ] 78
Do odd jobs for money (e.g. baby sitting, gardening, house cleaning)	[ ]	[ ]	[ ]	[ ]	[ ] 79
Hang around with friends	[ ]	[ ]	[ ]	[ ]	[ ] 80
Go looking for jobs	[ ]	[ ]	[ ]	[ ]	[ ] 81
Watch T.V.	[ ]	[ ]	[ ]	[ ]	[ ] 82
Attend courses or programs designed to improve your chances of getting a job	[ ]	[ ]	[ ]	[ ]	[ ] 83

37. How does your family feel about your situation? Pick out one of the following which most closely describes their attitude towards you.

Supportive/sympathetic	[ ] 1	
Tolerant	[ ] 2	
Critical	[ ] 3	
Anxious over money	[ ] 4	[ ] 84
Angry	[ ] 5	
Don't care	[ ] 6	

Please do not write in this column.

38 Are you receiving unemployment benefits?

Yes	[ ] 1	
No, but have applied for benefits	[ ] 2	[ ] 85
No and have not applied for benefits.	[ ] 3	

39. How long do you think you might be unemployed?

For a few months	[ ] 1	
For much of the year	[ ] 2	[ ] 86
Indefinitely	[ ] 3	

40. How much does being unemployed worry you?

It worries me a lot	[ ] 1	
It doesn't matter much	[ ] 2	[ ] 87
It doesn't worry me at all	[ ] 3	

41. What could you do to improve your chances of getting a job?

[ ][ ] 88 89
[ ] 90

42. What should the government do to help unemployed young people while there are not enough jobs available?

[ ][ ] 91 92
[ ] 93

This completes your questionnaire. Thank you for your help.

APPENDIX C: INTERVIEWS OF SCHOOL LEAVERS (AUGUST 1979)

Unemployed Girl - Amanda

Amanda left Huonville High School after repeating grade 10. She lives in Geeveston. Her results were average in all subjects.

There was a careers teacher at school who arranged visitors to come and talk on a range of occupations. However, Amanda did not find these much use. There was was work experience at her school but she missed out because she was sick. The school has not contacted her since she left.

Soon after leaving school Amanda got a part-time job in a local shop. After 2 months she was put off. She was unemployed for about a month and then got a full-time job in a milk-bar. This lasted 3 months but she left because of "a conflict with the boss". She then worked at packing apples for a month and has been unemployed since the season ended.

She says that it is very hard to get jobs locally. She has recently applied for office jobs at the school and with the Forestry Commission. She has also applied for 32 jobs in Hobart. She would not mind travelling to Hobart daily (120 km. return) as she could get a regular lift. C.E.S. has advised her of a couple of jobs.

Amanda's opinion is that employers want "17 year olds with years of experience" so that they don't have to pay them much, but don't have to train them either. She also says that many employers prefer married women, which she thinks is unfair. She says it is very hard trying to get a job in Hobart while living in the country. It is a long way to go for interviews and sometimes the job is gone before you can get there to apply. Also some employers "wipe you out" as soon as they learn that you live in the country.

Amanda says she is 'terribly bored". When interviewed she was serving in a milk bar which she says she often does (without pay). She helps around the house, goes to Hobart approximately once a week (after jobs), watches T.V. and visits friends.

She says she would be interested in technical courses if they were available locally. She says she was considering doing the typing course in Huonville but was working when it started. She does not feel she would be good enough to do H.S.C.

She plays several different sports and often goes to the football. However, she feels that there is very little social activity for her and her friends. She would like to see a drop-in-centre for the unemployed in Geeveston and also more sporting activities.

Amanda feels whe was overconfident about getting a job and that "they don't let you know at school how hard it is". She thinks unemployed leavers should go back to the schools and "tell them what it's really like". She feels this would encourage school students to work harder to get good results.

She says her parents are very supportive. They take her to Hobart for interviews. She pays them $10 a week board out of her unemployment benefits.

Amanda's only suggestion for improving her situation would be to keep married women, who don't need the money, out of employment.

Employed Girls - Andrea, Beth and Cathy

These three girls work in New Norfolk and were interviewed jointly in their lunch hour.

Cathy attended Glenora District High School and achieved well above average results. The others attended New Norfolk High School and were slightly above average students. They all left school at the end of Grade 10. Cathy lives 20 km away from New Norfolk while the others live in the town.

They had all received some careers advice at school but felt they could have been better prepared. They all had work experience and found it useful. For Andrea, the work experience lead directly to her being employed when she left school.

They agreed that it was hard for school leavers to get jobs in New Norfolk. Beth had the most difficulty getting a job. At school, she had wanted to be a nurse but after having work experience in a hospital, she changed her mind. She applied for a variety of jobs in New Norfolk and in Hobart but with no success. She says there are few shop jobs and very few secretarial jobs and that you have to be "very very good" to get one of the latter in New Norfolk. She managed to get a part-time job serving in Coles. C.E.S. wanted her to try for a job in Bridgewater which would have meant walking a mile from the bus to work. She refused, and with part-time work feels she doesn't have to rely on the dole. She says her mother "is mad" with the C.E.S. re the above job and because they sent her a dole cheque of 95 cents. Beth says they reduced her dole because she had over $100 in the bank.

Beth is "on call" at Coles. She always works Friday nights and Saturday mornings and often during the week. She likes the work. She feels she will stay there until the end of the year. She has now decided that she wants to be a hairdresser. However, she claimed C.E.S. wouldn't let her apply for an apprenticeship because she "wasn't suitable". She has now written to 29 hairdressers and has 9 possible employers for next year.

Andrea had little trouble getting a job because she arranged her present work with the shop where she did work experience. She also says that it's hard to get work locally. She says she had thought of going on to H.S.C. but left because she had a job. She says she would do H.S.C. if courses were available locally.

Cathy found her job the week after leaving school. She read about it in the local paper and applied. She works in a dry cleaners shop.

At school she had planned to go on to H.S.C. and eventually become a teacher. She changed her mind because she wanted to earn money and didn't want to leave home. To do H.S.C. she would have to board in Hobart. Her parents would not object. She thinks she will probably do H.S.C. in a year or two. She says she would have certainly gone on to H.S.C. if she could do it in New Norfolk.

Cathy says if you can get a job it is best to leave school and take it - "the job situation may get worse". She says employers want people with good school results and references and appearance is also important. She says that "everyone knows everyone", but if they didn't, an employer would just ring up the school to find out about you.

The girls felt that boys had just as hard a time finding jobs although they can take an examination for work with the newsprint mill.

Unemployed boy (recently employed) - Andrew

Andrew was a student at St. Marys District High School. He attained average results in the basic subjects but was above average in woodwork and metalwork.

His father works for, and lives on, a large rural property in the Fingal Valley. After he left school Andrew was unemployed for about two months. He then had a job cutting timber for the woodchip industry which he found boring and left to work on a neighbouring farm. He only stayed there a month because he "didn't get on with the boss". He was then unemployed for two months. Within the last month the manager from the property where he lived had found him a job as a fitter with a farm-machinery manufacturer in Launceston. He now has an apprenticeship.

Andrew had not had much career advice at school. He did not think this mattered much in his case. He did not go on work experience but would have liked to. The school organised a "careers trip" to Hobart to visit a number of potential employers. Andrew thought this was useful although too rushed.

Andrew says that he was often bored when he was unemployed. He did odd jobs at home and had an occasional job on the property. He would spend time about the house and occasionally watch T.V. He did not apply for unemployment benefits because he "didn't want to be on the dole", and lived on his savings from previous jobs.

He says that his parents wanted him to get a job, helped where they could and were confident that he would get one.

At school he had thought about continuing with his education. If he had been able to do technical subjects locally he thinks he would have gone on. However, when he got his first job he dropped the idea. However, he will start a technical course next year as part of his apprenticeship.

Andrew says that his present job is the sort of work he would like most. It involves a large amount of welding and other fitting work. He was making portable sheep yards. He says that the work is not boring and is always varied.

When applying for his present job Andrew was interviewed. He believes that employers are after people with good school results who are also hard workers.

Andrew boards in Launceston. He obtained this via an advertisement in the paper. He finds it satisfactory although would rather get a flat of his own. He hasn't a car but will get one when he is old enough. Consequently he says that he doesn't go out much. However he has made several new friends, mainly people he works with. He goes home for weekends.

Andrew says that it is harder to get a job in the country than in town and that school leavers have it hardest of all. He would like to see more jobs created in country areas, particularly industrial jobs and apprenticeships.

Unemployed Boy - Danny

Danny was a student at Geeveston District High School leaving at the end of grade 9. He lives a few miles out of the town. At school he was an average student, slightly above average in trade subjects.

The only careers assistance he remembers at school was a series of pamphlets about various jobs. Work experience was available but only for grade 10 students. The school has not contacted him since he left.

Danny left school because he had an apprenticeship at the local bakery. He arranged this himself by asking the manager. However, he only lasted there a couple of weeks because he couldn't stand the heat. As a child he fractured his skull and the heat gave him headaches.

After a week he had found an orchard job, firstly picking and then packing apples. He finished at the end of the season and was unemployed for four months. On the day he was interviewed, Danny had just started a new job. This was with a chainsaw servicing shop. He saw this job advertised in the Youth Job Centre in Hobart three months ago. It required someone who had been unemployed for four months to qualify for the Government subsidy. The employer had held the job for him for the three months. He applied for no other jobs during this time because he had the job lined up.

While he was unemployed, Danny mostly stayed at home. He would do jobs around the house, go shooting and watch T.V. He would occasionally go into Geeveston and sit in the milk bar. He has few friends who have left school and are unemployed.

He believes he will go on with further study at the Hobart Technical College. This will either be an apprenticeship in his present work or a part-time course on small engines. He would like to see technical courses locally, as it is hard to get to Hobart (120km return).

He was not interested in jobs in Hobart. He likes country living "because its quieter here". If he took a job in Hobart he would have to move and get a flat which he would not like.

Danny believes the school should check-up on ex students to see if they have managed to get jobs and to help them if possible. He believes that employers are looking for people with good results who are hard workers.

He feels that the reason that it is hard to get jobs is because so many orchards have been removed. He also thought married women take jobs away from girls. He does not expect to be unemployed again and plans to stick to his present job.

Unemployed Girl - Denise

Denise attended Cygnet District School, leaving at the end of grade 10. She lives with her grandmother, uncle and his family.

She was an average student except in Maths and Science which were below average. Denise has mixed feelings about school, and her teachers, but overall was glad to leave.

Denise says there was a careers teacher at school who tried to find them jobs. Work experience was provided but she was away the week it was on, so she missed out. The careers teacher suggested that if they were unemployed they should take on a voluntary job. She has approached the "Health Centre" and they are trying to arrange for her to help a pensioner. The school has not helped her since leaving as most of the teachers she knew have transferred to other schools.

Denise has had two jobs since leaving school the first working locally at apple processing and the second making foam cushions at Kingston (for 3 weeks). The apple processing was seasonal work and she was retrenched from the second job because of "not enough work". She has recently applied for a secretary/receptionist job in Hobart.

She would prefer to work locally but, "there is nothing round here". Any jobs available go to people with experience, often older women. There are few shop jobs, and you need a good Maths pass for them anyway. She says most of her friends from the local district school are still unemployed.

She would be prepared to take any job, even a part-time job that required travelling to Hobart.

She was thinking of going to technical college but dropped the idea when she got a job and it was too late in the year when she was retrenched. This would mean going to Hobart but as plenty of Cygnet people travel daily she could get a lift. Very few of her friends have moved to Hobart. None of her class has gone on to H.S.C. or Technical College. She would do a technical course if any were available in Cygnet. She would particularly like a child-care course as she likes children and often baby-sits. However, she knows that parents prefer mature women for regular child minding jobs. She would not be interested in craft courses - "I don't have the patience". She has also considered going to Technical College in Hobart to repeat her School Certificate and get better results with the ultimate aim of doing a secretarial course.

Denise hates being stuck at home and boredom has prompted her to try to find an unpaid job.

She bought a horse with money from her first job and rides that regularly. She also knits but is not good enough at it to produce things for sale. She says she practises her typing and shorthand. She watches T.V. "a fair bit". She does not work much about the house "Nan gets up early and does it all", but does do the vacuum cleaning. She often goes to friends places to talk or "walk round" together. They have an 8 ball table in a shed at home and friends often drop in to use it. She played tennis with a club earlier in the year but the courts are out of action at the moment. She plays netball and goes to watch football. "They won't let us have a ladies football team, because people got hurt before", but she plays football with the Mini-League(?).

She is not old enough to be allowed into Cabarets but goes to discos when they are on (very occasionally). She goes to "Beetle evenings" (a dice game) with her Nan and "mainly other old people".

She says that there is very little for her unemployed friends to do. Mostly they go to the milk bar which has pinball machines or come to her place to play 8 ball. She would like to see a drop-in-centre for the unemployed in Cygnet. Denise has applied for unemployment benefits but they have not come through yet. When previously on benefits she received $72 a fortnight of which she pays $10 a week board. She feels that lack of money does make it harder to get a job, particularly when the only jobs are in Hobart and the bus fare is $6 return.

She believes that city school leavers find it easier to get employment because they get to the jobs first and can go to the Youth Job Centre regularly. She thinks that it is easier for boys to get jobs than girls in her area because they can get labouring jobs. She believes that employers and the government are biased towards older people because "they think young kids can't stand up to work". She believes the young should be given a fair go. Even so, she says there would still not be many jobs available in Cygnet.

Unemployed Girl - Diane

Diane was a student at New Norfolk High School, leaving at the end of grade 10 with well below average results. She lives at home in New Norfolk.

There was a careers teacher at Diane's school who brought in people to talk about various careers. None of these were useful to Diane. She missed out on work experience because there were too many students wanting it.

Diane says there are just no jobs in New Norfolk. She has asked in the shops and while some took down her name, none had jobs. She went to apply for a job at the pizza parlour but it had already gone. She tried for a job at the local hospital (a mental hospital) but was told she was too young. She says about "200 people" applied for this job! She hasn't tried for any jobs in Hobart because "I wouldn't know my way about".

Diane is bored sometimes. She stays at home most of the time. She helps with the housework and watches T.V. "a lot". She goes shopping in New Norfolk once or twice a week and very occasionally goes to Hobart. She used to go to the Youth Support Centre but doesn't anymore because "it's mainly all boys who just muck around". She doesn't play any sport but occasionally watches the football.

Diane thinks that if she doesn't manage to get a job she may eventually have to move to Hobart. She feels she is too young to leave home yet, likes living in New Norfolk and doesn't want to leave her friends.

She had heard of the E.P.U.Y. course at New Norfolk but would not want to do the courses such as cooking and sewing. She says she had "had enough of school" and would not be interested in any further study.

Diane is on unemployment benefits and feels that it's not enough. She pays $25 board out of her $72 a fortnight. She says her parents want her to get a job and don't help much.

She feels that the only way to help her would be to "make more jobs".

Employed Girl - Donna

Donna left Huonville High School at the end of grade 10. She lives on a farm a few kilometres from Huonville.

Donna achieved average results in her school subjects except Typing which was above average and Maths which was below average.

At school she planned to get a job in an office. There was a careers teacher available to them but she did not find this particularly helpful. She did a weeks work experience in her present job.

She had her job lined up before she left school by virtue of her work experience there and through her mother who also works in the same place. She works in a hardware store, but in the office doing secretarial and general office work. She likes her job.

She feels that the subjects she did at school (including commercial practice studies) were not much help for her present job, except for typing. She never considered going on with her education, partly because she was not interested, partly because she did not think she could cope with the work. She chose in grade 9 to drop "hard Maths" and Science and take commercial subjects.

She believes that it is hard to get office work in the country, but that shop jobs are more readily available. Office jobs usually mean travelling to Hobart. There is also a wider range of office jobs available there. She would not like to move to Hobart yet for family reasons, but thinks she may move in about 2 years time. She sees this as an opportunity "to branch out for herself".

Donna says that most of her friends have jobs, mainly in shops. A few have moved to Hobart. She believes that girls have enough career choices open to them and she is in favour of married women being free to work if they wish to.

She finds enough local activities to keep her occupied. She does feel cut-off from Huonville, having to rely on lifts. She plans to get a car as soon as she is old enough to get a licence, next year.

Employed Girl - Dora

Dora left Winnaleah District High School at the end of grade 10. As a student she was rated very highly by her school and has well above average results. She says her best subject was Mathematics but that the class was forced to sit it at a lower level because of a grade 9 teacher who held them back. Dora lives with her family on a rough looking farm. Her family are "religious".

At school Dora had planned to be a teacher of Maths and English. She felt she received adequate careers advice about this. She went to the local primary school and helped with a Grade 1 class for work experience. This convinced her that she wanted to teach older students because "you need patience for the young kids".

When Dora left school she was not really looking for a job, however she loves working with horses and was offered casual jobs breaking in horses. She decided that she needed time to work out what she really wanted to do especially in relation to horses. Casual jobs have kept her busy for most of the year with only a few periods of unemployment. She was never on unemployment benefits.

During the week she was interviewed, Dora had just started a full time permanent job. This was on a local race-horse training property. She would be looking after, breaking and training pacers. Dora is very keen on her job and likes the owners and the work. Dora plans to ride to work and back (about 10 km each way).

Dora says that she is really more interested in showing horses than in race horses. She believes that it could be possible breeding and showing horses. She is considering that for the future. She says that their farm is satisfactory for horses except for a lack of flat land.

Dora says that if there were H.S.C. subjects available locally she probably would have done that. She would be able to travel to Scottsdale (35 km away), particularly when she got her driver's licence in a few months time. She would also be interested in an art course and agricultural subjects if any were available locally. She says she had considered being a vet, but not seriously. Dora says she may still do H.S.C. and if she has to move to Launceston to do so would have people she could board with.

Dora says she was lonelyat school and has no friends or social activities. She says she doesn't need other kids' company and is happy with reading and horses.

Unemployed Girl - Frieda

Frieda lives in New Norfolk. She was a student at the high school there, leaving at the end of grade 10 with well below average results.

The school gave her some brief details about various jobs. She was hoping to go to the Royal Derwent Hospital for work experience but "missed out". She has had no contact with the school since leaving. At school she thought she might be a secretary.

After leaving school Frieda tried for a few jobs locally and then went to stay with her sister in Melbourne. She hoped it might be easier to get a job there. Over a two month period in Melbourne she applied for "about 20" jobs, but with no success. She then gave up and came back home. Since then she has tried for another 15 jobs, locally, and in Hobart, and is still trying.

Frieda says she is mainly interested in a shop job or in baby sitting. However, there is very little available locally and for what there is, employers prefer older people. She says employers usually ask to see your school results and often give you a test.

She left school because she had "had enough" and would not be interested in any other study except, perhaps, a child care course, if it was available locally. She is also interested in hairdressing but says her results are not good enough.

Frieda says she is very bored. She stays home most of the time. She works at home, watches T.V. and sleeps. When the interviewer arrived at 11 a.m. she was still in bed.

She is on unemployment benefits and says the, "dole people come to see if I'm looking for jobs almost every week". She doesn't pay any board and feels she gets enough money. Frieda had not heard of SYEPT or EPUY schemes, nor did she know about the CYSS project in New Norfolk.

She says her parents are helpful and make her get out and look for jobs. She would be willing to take a part-time job if there were any around but would not be interested in unpaid work.

Frieda says that employers should not take on married women but should give the young ones jobs.

Unemployed Girl - Helen

Helen was a student at Huonville High School leaving at the end of grade 9. She lives in Huonville.

She says the school didn't help her much in preparing for work. There was a careers night but this was no use to Helen. There was no work experience for the grade 9 students. At school Helen thought she might be a nurse but the prospect of 4 more years of study put her off that idea. She says she left school because she was sick of it. Helen's school results were well below average. She says the school has not contacted her since she left and she believes they could have done more to help her get work.

Within a month of leaving school Helen got a part-time job in a milkbar. She worked 1-2 days a week. After about a month they replaced her with someone working full-time. She was then unemployed for about 5 months. Just recently she got a full-time job with a service station cafe. However, this job may not last long as the owners are selling out.

Helen says she was "very sick of looking for jobs". She asked at most of the shops in Huonville. She went to the C.E.S. office in Hobart a few times (no use) and they sent her telegrams for three jobs. For one she was sick and missed out on applying. If her present job doesn't last she thinks she may have to move to Hobart and try. There is a daily bus but she thinks that it is too costly ($4 return). However, she doesn't want to move because it's quieter in Huonville and her friends live there. She obtained her present job because she was a friend of the owner's son and she often came and talked to the owners and would help out with the cafe. Occasionally they would pay her a small amount for this work.

While unemployed Helen says she was "really bored". Apart from the voluntary work she also helped with the housework at home. She sunbaked in summer, didn't watch much T.V. and only rarely went into Hobart. She was on unemployment benefits and paid $10 a fortnight board. This has been doubled now she is working. She says her parents helped her job seeking attempts. She says there should be a centre for the young unemployed to go to. She had not heard of schemes for government assistance for employing the unemployed (SYEPT) or of study courses like EPUY.

Helen doesn't play and sport but watches the football regularly. She says there are plenty of discos and dances to go to in Huonville.

She says there should be more shops and supermarkets in the country to employ school leavers. She would advise those still at school to stay at school, "it's better than being unemployed", and to get a job lined up before they leave".

Unemployed Girl - Joan

Joan lives in a small country town 20 km from New Norfolk. She attended the local District High School and left after completing grade 10. Her results were a little below average.

At school they had a careers teacher who Joan thought was helpful. They also did a careers excursion to Hobart looking at a variety of jobs. Joan worked in a department store for work experience. She enjoyed this and would like similar work if she could find it.

Soon after leaving school she got a job sorting chocolates with Cadburys in Hobart. She had to show a reference, only, to get the job.

Because there is no daily bus from her town to Hobart she went to live with relatives in New Norfolk. After three months Cadburys reduced their work force and she, and others, were retrenched. She has been unemployed since.

She has applied for several shop jobs in New Norfolk, work at the Royal Derwent Hospital and re-applied at Cadburys. She has also applied for jobs in Hobart. The school has been helpful since she left. One teacher told her about a job in Hobart. She rang from 9 a.m. to 11 a.m. before getting through, and the job was gone by then. She says if there are any jobs available locally you hear of them "mouth to mouth". But there are very few going and there are quite a few unemployed people in her area.

Joan's family has a small service station and she helps with that. She also works about the house. She only watches T.V. at night. She says she gets bored being at home all the time and wouldn't mind an unpaid job. She plans to ask the school about the possibilities there. She says she doesn't go into New Norfolk or Hobart very often. She plans to play tennis regularly.

Joan has thought about going on to H.S.C. but asked "you need level 3's for that, don't you?". She would like to do a dress designing course but is not sure how to go about it. She would be particularly interested in technical courses if any were available in New Norfolk. She did art instead of typing at school and now feels she should learn to type. However, she says there is no where to learn that in New Norfolk. She was wondering if they would let her join the typing class back at school.

Joan is on unemployment benefits. She had one interview with Social Security. She says she pays $20 a fortnight board but still has enough money to get by. She would happily take a part-time job if she could get one. She has heard of the "NEAT" scheme where employers are subsidised to employ young unemployed. She knows that you need to be unemployed for four months to be eligible but would like to know more about it.

She says her parents fully appreciate the difficulties she has getting a job. Her mother has run her in for job interviews and helped where possible.

Joan's only suggestion to help improve her work prospects is to stop married women working because they keep the young girls out of jobs.

Unemployed Boy - Jim

Jim was a student at New Norfolk High School. He left at the end of grade 10 with above average results in English and Social Studies and average results in the rest of his subjects. He lives with his family in the town.

Jim reports that they had several careers days at school. They would have talks and see films about a variety of occupations. He found this useful.

Jim's only employment since leaving school has been part-time in a snack bar for two months. He applied for apprenticeships as a painter, plumber and mechanic, but was not successful. He has already applied again for apprenticeships for next year. He found one or two jobs to apply for locally earlier in the year but says there has been nothing at all in the last two months. He has approached the paper pulp mill but they have no jobs. He would be happy to take a job in Hobart as he could travel daily with a friend and has applied for jobs there but with no success.

C.E.S. has informed him of two jobs but there were lots of applicants for them and he missed out. He looks in the paper for jobs and rings the C.E.S. "Jobline", but he says the latter has been of no assistance. He has been for several job interviews. He said the first was unpleasant but the rest were alright. He believes that employers are mainly after good personalities.

Jim says he gets bored. He helps around the house, plays a lot of tennis, occasionally watches T.V. goes in to New Norfolk and Hobart and goes looking for jobs. He doesn't go to the C.Y.S.S. Centre in New Norfolk.

Jim has thought about going on to H.S.C. He is confident he could handle the work. He is not put off by the prospect of travelling to Hobart so it would make no difference if H.S.C. was available in New Norfolk. He thinks he will probably do H.S.C. next year if nothing else comes along. He would have been interested in a local mechanics course.

Jim is on unemployment benefits and finds the money adequate. He pays $10 a week board. He says that his aprents wish he could get work and look out for jobs for him. They realise how hard it is to get a job and are generally supportive.

He believes it is the Government's fault that there are few jobs because they are "always sacking people" and bringing in machines to replace people. He thinks they should employ more school leavers.

Unemployed Girl - Lucy

Lucy left Winnaleah District High School at the end of grade 10. She has achieved above average results. She lives on a farming estate about 5 km from Winnaleah.

She says that they had a careers course at school which was helpful because she could find out what subjects, at which levels, you needed for a particular job. She worked for the hairdresser at Scottsdale for work experience and liked the work there.

Since leaving school Lucy has not been able to get a full time job. She has had four casual jobs, carting hay, picking hops, bagging potatoes and picking vegetables. She says the work is hard but they are the only jobs available locally. She has applied for two other jobs and put her name down with the hairdresser in Scottsdale but has not been successful. She would like a permanent farm job but says there are none.

Lucy is still only 15. Hence she is not eligible for unemployment benefits. She says being 15 makes it harder to get employment because many jobs, including shop jobs, require 16 year olds. Her parents had wanted her to go back to school and repeat grade 10 but she "doesn't think much" of the principal and couldn't arrange to do just the subjects she wanted. She was interested in doing H.S.C. but didn't think she was good enough. She would have to move to Launceston for that.

Lucy is thinking of moving to Hobart to try for work. She has cousins she can stay with. She spent a week there in January but couldn't find a job. However, she enjoyed Hobart and would like to try again. She will try to get a hairdressing apprenticeship or a job in a shop. She is attracted to the variety of social life in Hobart which is almost non-existent where she lives.

She says it is harder for girls than boys to get jobs. Most of the jobs she sees in the paper are for mechanics or such like. She says that married women get most of the jobs for females because they have more experience.

Lucy blames the unions for the employment situation. She would like to see a local drop-in centre for the unemployed.

Employed Girl - Mandy

Mandy was a student at Winnaleah District High School. She left at the end of grade 10 with above average results.

She says that they had careers advice at school and were provided with pamphlets about a range of occupations. She did two work experiences, one in the office of a local factory and the other in a hospital creche in Launceston. At school she had planned to be a mothercraft nurse but thought her results weren't good enough.

Mandy found her present job while at school. She heard from friends that there was a vacancy in the local shop and got the job. Although her family only live 7 km out of town, Mandy boards in town because of lack of transport. She pays $10 a week board. She likes her job although it sometimes gets boring when there are very few customers. She says she is one of the few girls in her class who has a full-time job. She thinks she will probably stay in her present job for a year or two and then perhaps move to Launceston.

Mandy feels that school did not prepare her very well for work. She believes they should have been shown how to fill in forms (e.g. income tax), write cheques, etc. Except for English, she thinks her school subjects were not useful. She says the only Maths she uses is about grade 3 level.

She says she considered going on to H.S.C. but was sick of school and wanted to earn money. She thinks she could cope with H.S.C. work and would probably have gone on if it was possible locally. She would also be interested in a child care course.

She says she doesn't like living in her area. There is very little to do. She plays sport and occasionally goes to a dance. Otherwise, she watches T.V.

Mandy says that it is easier for boys to get a job in her area. They get work on their parents' farms or apprenticeship or sawmilling jobs.

Unemployed Girl - Margaret

Margaret left New Norfolk High School at the end of grade 10. She has below average results except in English and Art which were above average. She says her results were affected because she left school at the end of grade 9 and then returned part of the way through the year, so she missed out on nearly half a year's work. She lives with her father on a small farm, 10 km from New Norfolk.

Margaret had a careers teacher at school but did not find this very useful. She worked at a primary school for work experience. At school she had wanted to be a nurse but changed her mind. She considers she could have managed H.S.C. studies but was "not interested" in further schooling.

Since Margaret left school she has applied for two jobs, but has remained unemployed. She can only look for jobs in New Norfolk because there is no bus from her area to Hobart. She may move to Hobart eventually, but for the moment she must remain at home to look after her father, who is not well.

Margaret would most like a job working with animals, but the only one she noticed was in the pet shop and they needed someone experienced at clipping poodles. She says there are no jobs on farms in her area because their owners cannot afford wages.

Margaret is never bored. She looks after the animals on their farm, does the housework and helps with other farm work. She also breeds dogs for sale. Once a week she comes into New Norfolk on the school bus to do some shopping and to ask the shop owners about jobs. She has no other social activities or nearby friends. She doesn't go to the Youth Centre in New Norfolk.

Margaret reads on agricultural subjects and would like to run a farm if this was possible. She would be interested in studying agricultural subjects if any were available locally.

She says that students shouldn't leave after grade 9 as she did. It is too hard to get jobs and if you do go back you have missed part of grade 10 and consequently get poorer results.

Margaret thinks that older women should stop working and give younger ones a go.

Unemployed Girl - Martha

Martha left Huonville High School at the end of grade 10. She lives with her mother in a country town, 20 km from Huonville.

Her results were average in all subjects except Maths which was well below average. She liked school and felt she could have coped with work in higher grades.

There was a careers teacher at her school who gave her a booklet on social work when she was considering that as a career. However, she still did not know the level of education required for this. She says she didn't get on with the careers teacher.

Work experience was available at her school but she claims that when she asked about a particular job she was told that it was reserved for someone in a higher stream. As a consequence she did not do work experience. She says she had very little choice in her school subjects and that girls were not allowed to do woodwork and technical drawing which she would have liked to do.

Soon after the end of school Martha got a job in an orchard, followed by work in the packing shed for the apple season. This finished at the end of May and she has been unemployed since then. She has applied for many jobs in her region ranging from office jobs to the bakehouse. She has been to many employers herself. She says you have to "get a whisper about a job and rush in before anyone hears about it". She has not applied for jobs in Hobart. She says that it is too far to travel (70 miles return) and she doesn't have any friends or relatives she could board with. She says flatting is too expensive unless you can get 2 or 3 to share it and you need the money for a bond. She would not like to move away from her family and friends although her mother would not stop her if she wished to.

She has had one interview with C.E.S. in her local town but little other contact with them. They sent her the details of one job to apply for. There is no permanent C.E.S. office in the Huon.

Martha says she has trouble finding things to do. One afternoon each week she trains a primary netball team. She often helps out in the supermarket (unpaid) and talks to friends in the milk bar. She spends a lot of time at home and helps around the house. She doesn't like watching T.V. She doesn't play any sport but would like to see more sporting activities available during the week.

She was thinking of doing some voluntary work for the library but hasn't done anything about it. She thought she might have gone back to school this year to get better results but didn't because she had the orchard job. She was interested in the secretarial course in Huonville but a friend told her it hadn't helped her much. She would be interested in technical courses held in her town particularly a child care course because she likes children and does occasional baby sitting jobs. She thinks there should be more part-time jobs available and would take one even if it gave her no more money than being on the dole.

She says her mother fully realises how hard it is to get a job and gives her confidence to keep on trying. She says she needs this support because "you feel like crying when you get knocked back". She can easily understand that some people give up trying for jobs. She says it was her mother who prompted her to go after the orchard job initially.

She is on unemployment benefits and gets $32 a week. She pays her mother $10 a week board. She says she pays medical benefits and doesn't have very much left to spend each week.

She believes it is harder to get jobs in the country than in the city. She says it is harder for girls to get jobs in her area than boys because the boys can take a wide range of apprenticeships whereas girls can only do hairdressing (she has asked, but no vancancies) and shop jobs.

She feels it is married women who get most of the available jobs because they have experience. She says some have two part-time jobs at once. She and her friends have counted 13 married women "who don't need the money" and who have jobs in their town. She is angry with people who say there are jobs around and all you have to do is try for one. "If there is a job", she says, "there is a stampede for it".

Employed Girl - Mary

Mary was a student at St. Marys District High School leaving at the end of grade 10 with average results in all subjects except English which was above average. She lives in St. Marys with her mother.

At school Mary had "careers lessons" and was provided with pamphlets about a variety of jobs. She says this meant nothing at the time. There was no work experience program. The class was taken on an excursion to Hobart where they saw a variety of occupations and visited the technical college. She says the trip was worthwhile and lead directly to one boy getting an apprenticeship in Hobart. She says the school has not followed up on her since she left although she sees some of her former teachers in town. She says her school subjects have generally been a waste of time for her present life.

When she left school, Mary was unemployed until the end of January. She then got a casual job as a housemaid at a Scamander Motel. She heard about the job from a friend who worked there, who arranged an interview. However, the job was unsatisfactory for a variety of reasons. Firstly, the amount of work and hence the pay would vary dramatically. One week she earnt only $9. Also, she felt the job was poorly paid, only getting about $60 for a full week plus weekend work. Finally she had "about 5 bosses" who would all tell her different things to do. She left the job after three months although she had no other job to go to.

Soon after, she found her present job as a shop assistant with the local bakery. She heard about it from a friend who was being put off from the job when she turned eighteen.

Mary said she finds her present job boring and that it is not really what she wants. She would prefer an outdoors job and has tried for work as a "jillaroo" on a farm but with no success. She looks for jobs in the paper but says you have to go to Launceston to find out about most jobs and she can rarely get there. She does not like the prospect of being put off herself when she is eighteen, but says "at least its a job".

At school, Mary had been planning to do H.S.C. She would have to move to Launceston to do this but this would be no problem in itself as her sister already goes to Technical College there and boards with relatives. However, her father died and she felt she should stay with her mother. She would have done H.S.C. if it was available locally, or alternatively, would have liked to do a technical course such as art, if that was possible.

Mary says that it is very hard to get jobs in her area. She knows of many unemployed girls and considers herself lucky to have a job. She says that it is much harder for girls to get jobs because boys can get apprenticeships or work in the coal mining or logging industries. She says that of her class at school, only two girls have jobs in her town.

Mary had lived in Launceston when she was younger but prefers living at St. Marys. She says there are plenty of social activities such as cabarets and discos. She is a partner in a disco. She also plays a variety of sports and often goes horse riding. She has bought herself a car. However, she thinks she will probably have to move to Launceston in a year or so to get a job.

Unemployed Boy - Mick

Mick was a student at New Norfolk High School, leaving after two years in grade 10. Mick's school results were well below average. He lives in the town.

At Mick's school there was a careers teacher who organised a series of speakers to talk about different occupations. He found this useful. There was work experience available at the school, but Mick says that he, "didn't get picked".

Mick has not had a job since leaving school and says that he has not even found any to apply for. He didn't want to work at the newsprint mill and there are no other opportunities. He has considered looking for jobs in Hobart but would have to catch the bus in and so couldn't work in a factory that had shift work.

At the time interviewed Mick was doing an E.P.U.Y. course in New Norfolk. Its a full-time course and he does mathematics, english and gardening. He says the course is "alright" and he would like to do another after the present course finishes. While doing the course he gets $12 per fortnight on top of his unemployment benefits. Mick says that as a result of this course he will have an advantage when applying for jobs.

Mick says that before he was on the E.P.U.Y. course he mostly stayed at home. He would go to the Youth Support Centre occasionally to play 8 ball. He hardly ever goes to Hobart.

He doesn't pay any board out of his unemployment benefits and thinks that he gets enough money.

Mick is not interested in continuing his education and couldn't suggest any courses he would be interested in even if they were available locally.

He considers that the lack of jobs is "everyones fault". He had no suggestions for improving his own chances of getting a job.

Employed Girl - Pat

Pat was a student at St. Marys District High School. She left after grade 10 with well above average results. She lives in St. Marys.

She had careers help at school which she found useful. They also went on an excursion to Hobart to look at a variety of jobs. She did not do work experience although she had a part-time job with the TAB agency while still at school.

Pat had planned to go on to H.S.C. Level while still at school. She would have been happy to move to Launceston (140 km away) as this would have required. However, she was "sick of school" and decided to take a year off to think about it. She now feels she will definitely not continue her education. Now she has a job and is used to the freedom and money, she would not go back.

Pat had no trouble finding work. Her first job was a part-time one with a St. Helens hotel as a receptionist. She had a friend who was leaving the job so she went and applied before it was actually vacant. This job was not ideal in that it involved night work on Thursdays to Saturdays. A month before the interview she heard that her present job, as a receptionist for a real estate agent, was vacant. She is on a six month trial, but believes that it is a permanent position.

She likes her job. She answers the phone, types letters and lets out spare rooms in their office. She is often left to look after the office on her own. She says it is sometimes boring but she works out things to do. Even though she is settled in her job she says she still takes an interest in what jobs are available. Her sister works in St. Helens so now that she works regular hours she has a lift. In the previous job someone had to drive her down (75 km return). She believes she is lucky to have an office job rather than a shop job.

Pat says she likes her life. She has a wide variety of social activities, plays sport and has many friends. She says she doesn't like the city and would not want to live there permanently. However, she has plans to travel widely in a few years.

Pat believes that it is easier for boys to get work in her area. They can get a variety of manual jobs. She says that students should work out exactly the sort of job they want before they leave school and try to organise it.

Unemployed Boy - Pat

Pat attended Huonville High School until grade 10. His results were close to average.

There was a careers teacher at school who arranged a series of talks about different jobs. Pat did a work experience at an electrical retailer in Hobart for a week. He found it boring and that sort of job is now low down on his list of priorities.

When he left school Pat hoped to get an apprenticeship. He applied at four different firms mainly in the electrical or engineering trades. He also sat examinations for Telecom and the Public Service. He applied for a computer operators job and a job fitting burglar alarms. He was interviewed about two jobs but was not successful with any. All of these jobs were in Hobart and he is quite prepared to travel to Hobart daily (80 km return). Pat looks in the paper mainly on Wednesdays and Saturdays for jobs. C.E.S. has informed him of a couple of jobs. He goes into the Youth Job Centre, "about once a month". There is no C.E.S. officer in Huonville but one visits occasionally. Of the jobs Pat has applied for, about half did not reply or send back the photocopies of his school results and references. He gets these copies made by friends still at school at 5 cents a page.

Pat believes that employers are after well dressed and well mannered people. However, he has never heard why he didn't get a particular job. He does not believe that having personal contacts in particular organisations makes it any easier to get a job.

At school Pat had considered going on to H.S.C. but thought he was likely to get an apprenticeship. He now wishes that he had gone on. He says he knew it would be hard to get a job but never expected that it would take so long.

Pat says that he is often bored. He went apple picking for a while. He usually "lazes around at home". He doesn't have many friends in Huonville so there isn't much point going out. He helps his mum around the house and occasionally watches T.V. He is considering a correspondence accountancy course. He would be interested in H.S.C. or technical courses if they were provided locally, particularly accountancy. He says his parents don't like him being unemployed yet they don't give him much help with trying to get a job.

He is on unemployment benefits which he says is enough for his needs, except that he doesn't get any extra assistance for bus fares to Hobart seeking jobs ($4 return). He pays $10 a week board.

Pat says that he doesn't take his failure to get a job as a personal failure and he will keep on trying. He believes that "it's everyones fault" (employers, governments, unions) that there are not enough jobs around for school leavers.

Unemployed Boy - Philip

Philip attended Scottsdale High School leaving at the end of grade 10. He has average results. He lives with his parents in Scottsdale.

At school he had careers lessons. They investigated the qualifications required for a variety of jobs, were instructed in interview techniques and practised being interviewed. Philip missed out on work experience because he was away at the time. He does not remember receiving advice on coping with unemployment.

When he left school, Philip got a job with a timber mill. He also applied for a variety of apprenticeships as a motor mechanic, with the H.E.C. etc. He left the mill after two months because he did not like the work and considered it dangerous. Also, he was only paid $70 a week which he did not think was enough. He then had two temporary farm jobs and was unemployed for a while. Next he was employed with the Scottsdale Council for a few weeks under the "R.E.D. Scheme". He was guttering and curbing and liked both the work and the pay. He is currently trying for a job with the council at Burnie where his brother lives.

He was unemployed again until a month ago when he got a job cutting poles for new hop fields. This job was due to finish at the end of the week. Philip also felt that this job was underpaid for the work it required.

Philip will keep on trying for an apprenticeship or something like the council job. However, he says it will be very hard in his area. However, he is confident that he can get another casual job when he needs one. He believes that it is just a matter of luck if you get an apprenticeship or see a suitable job in the paper. He thinks he may move soon, possibly to Burnie if he doesn't find a local job.

When unemployed, Philip received unemployment benefits, but did not like it. He spent most of his time working on cars. He also worked for a few days without pay for a local service station. He would have been interested in doing a technical course if any were available locally. Philip believes that you have a better chance of getting a job if you continue your education to H.S.C. level. However, that is not what he personally wants although he thinks he could handle the work.

Philip believes that more industrial jobs are needed in his area. He thinks that the government and industries should create these jobs.

Unemployed Boy - Rick

Rick was a student at Scottsdale High School. He left at the end of grade 9 with well below average results. He lives a few miles out of Scottsdale.

At school there was a careers teachers who was no use to Rick personally. He went to a local farm for work experience which he liked.

Since leaving school Rick has had several temporary farm jobs, mainly associated with vegetable growing. He has enjoyed these and has tried for permanent farm work, but with no success.

When interviewed Rick was waiting to go fishing at Bridport. He was staying there with his sister and was asked if he would like a job. So far they have been waiting two weeks for suitable weather but Rick was confident of going within the next 24 hours. His pay will be a proportion of the catch.

When unemployed, Rick spent most of his time at home. He would help around the house, watch T.V. and similar activities. However, he does not like that and says "you get very lazy". He would much rather have a job and generally enjoys hard work.

Rick ways that if there were technical courses available locally he would be interested in woodwork and metalwork. However, he was sick of school and wanted to get out and earn money.

Rick says that he has found it hard to get some sort of a job in his area. He says that he has earnt plenty of money during the year and would have had enough to buy a car if he had saved. He did not apply for unemployment benefits the few times he was out of a job.

Rick would like to see more permanent farm jobs in his area.

Unemployed Boy - Robert

Robert was a student at New Norfolk High School leaving at the end of grade 10. He was an average student. He lives with his family in New Norfolk.

He said they had a careers course at school. In this they were told about the requirements for different careers, including carpentry which he was interested in. Robert feels that he was capable of going on with school but left because he was sick of it.

Since leaving school Robert has only had one job, as a casual labourer. This lasted two months until the job was finished. Early on he applied for more than a dozen apprenticeships and a variety of jobs. He only managed one interview. He says there have been hardly any jobs to even apply for in the last month. He recently saw a job advertised in a take-away shop and has applied. He would be prepared to take a job in Hobart and travel each day if he could get one. He has enquired several times at the local paper mill but they have no work available.

Although Robert has found several activities, he still gets bored. He goes regularly to the CYSS Centre in New Norfolk. He does wood turning and plays 8-ball there. They have an experienced wood turner to teach them. He likes the people at the Centre and enjoys going. He is going to start an E.P.U.Y. Course in two weeks. He expects to improve his Maths and English and do more woodwork. He expects the course to give him an advantage in getting a job.

Robert occasionally catches the bus into the unemployment office in Glenorchy and asks about jobs. He also works at home, watches T.V. and occasionally goes into Hobart. He is on unemployment benefits and finds it hard to manage buying clothes etc. He doesn't pay any board.

Robert would like to see technical courses available locally. He would be particularly interested in carpentry and technical drawing.

Robert believes that his main problem in getting work is not living in Hobart. However, he would not be able to move there unless he had a job, because of the expense. He thinks that it is just as hard for girls as boys to get work.

Robert considers that it is the Government's fault that there are not enough jobs. He thinks they should make jobs, particularly more apprenticeships which he says they promised but did not do anything about.

Unemployed Boy (recently employed) - Ronald

Ronald was a student at Scottsdale High School leaving at the end of grade 10. He was an average student.

He said that they received careers advice st school but that he did not find it helpful. He worked with a welder for work experience and learnt how to weld which he found both useful and interesting.

After leaving school Ronald searched for a job that involved welding. This search ranged from apprenticeships to being a farm hand but with no success for eight months. Just two weeks before being interviewed. he had been advised by the C.E.S. of a temporary farm job. His father knew his present boss personally and rang up and arranged the job.

The job resulted from an accident of the farm and Ronald expects it to last two or three months.

Ronald says that it is very hard to get an apprenticeship. He says that too many people with good school results are after them. He believes that school results are the most important requirement in getting an apprenticeship.

Although Ronald's present job is 80 km from home he had no trouble moving. He has his own car and goes home for weekends. He is provided with accommodation on the farm.

While Ronald was unemployed he worked on his parents farm. He enjoyed this and was not bored. He was reasonably free to work when he wished to and was paid accordingly. He did not apply for unemployment benefits. He had free time to ride his motor bike, go to Scottsdale and go bushwalking. Now he works strict hours but is very pleased to be working and likes the job. He hopes he may be able to continue permanently. However, he is also looking around for other farm jobs.

Ronald does not feel that school work was very useful, except for wood and metal work. He would like to have done more of these. If there had been courses in these subjects available in Scottsdale he says he would have done them when he left school. He says he has not heard from the school since he left.

Employed Girl - Sally

Sally was a student at St. Helens District High School leaving at the end of grade 10. She has well above average results even though she was not able to do subjects such as Maths and Science at the highest levels because of insufficient numbers to form a class. Because of such restrictions, most of the "brightest" St. Helens students go by bus to St. Marys. However, Sally lives nearly 40 km from St. Helens in the opposite direction to St. Marys making daily travel to that centre almost impossible. In terms of access to a major centre, Sally was the most isolated person interviewed. She lives on a dairy farm with her family.

Sally's school did not have a careers teacher. A limited amount of careers information was available, mainly on the armed services. She did not think that careers advice would have helped her personally.

When she left school, Sally started work immediately on the family's dairy farm. Over the past few years her father has been working as a builder and someone was needed to help her elder brother and mother. She takes her full share of the work, and although it is all physical, she does not find it especially difficult. There are other girls in the area who work on their family's farms. She is a partner in the farm business along with the rest of the family.

Sally was the only working girl in the interview sample who was not working in a typically "female" occupation. Yet, even she was not making a career of farming. She was just filling in for her younger brother, who in two years would leave school and take over the farm work. Sally's father will then help her set up a boutique, preferably in a nearby town.

Although Sally works a long day, 7.00 a.m. to 6.00 p.m. she does get a few hours off in between. This gives her time for a correspondence course in dressmaking and fashion design. This is a commercially marketed course which she hopes will help her when she starts her boutique. She is enjoying the course although the current unit is causing a few problems. She says the materials are well illustrated and if you have difficulties you write in to get help.

While she was at school Sally wanted to be a teacher. She had planned to go on to H.S.C. and was confident that she could cope with the work. However, this would mean moving to Launceston. She decided that she did not want to leave home even though she has relatives she could board with. Sally simply likes her own area and family life and does not want to leave. She says that if she could have done H.S.C. at St. Helens she would almost certainly have gone on. She would also have been interested in dressmaking and fashion courses if any were available locally.

Sally's social activities revolve around her family and sport. She plays netball and badminton. The latter is also a family affair. They provide all the members of a team in their local competition and have erected their own court on the farm.

Employed Girl - Sandra

Sandra was a student at Huonville High School. She left after grade 10 with above average results in typing. She liked school and felt that she did well. She considered herself to have been good enough to go on to H.S.C. but left because she wanted to earn money. She feels that the best students don't necessarily go on but often get banking or secretarial jobs whereas some quite ordinary students do continue with schooling. She says she never gave much though to careers at school and consuquently got little help. She worked with lifeline for work experience and enjoyed it.

When she left school she tried to get an office job in Hobart. She would have been happy to move because she could share a flat with her sister. She went up several times with her father after jobs and stayed in town while looking. She wrote letters to a variety of firms asking if they had any jobs available. Often there was no reply. For some jobs she was asked to do a test, for others they said, "they put her name on the file" and would let her know.

After two months of looking in Hobart she started asking shops in her home town and found a vacancy. She says there were quite a few applicants for the job but that "I was the lucky one".

She did feel that her job was a bit of a comedown from what she wanted, particularly as she would have liked to have moved to Hobart for work and social reasons. However, she is enjoying working. As well as serving in the shop she does the banking. She can get an occasional day off to go to Hobart.

Sandra believes that it is much harder for country leavers to get jobs. If she had lived in Hobart she would have been able to "jump on jobs straight away" and she would have been able to get more job interviews. There are no secretarial jobs in her area, a few bank jobs and shop jobs do become available. She feels that the shops have taken on more school leavers than usual this year. However, several of her friends are unemployed and she feels that too many married women have jobs. Some of her friends have gone on to H.S.C. but they have had to move to Hobart.

She thinks that there are too few social activities in her area. She plays sport, goes riding and to cabarets about once a week. She has bought her own car but is still one month too young to have a licence.

She feels there are enough opportunities for girls. She was herself once thinking of becoming a spray painter but never followed it up.

Employed Girl - Sara

Sara was a student at Huonville High School leaving at the end of grade 10. She was a well above average student doing very well in English, Advanced Maths and Typing. She lives 20 km south of Huonville.

She felt school was not much help in making career decisions. There were pamphlets about various jobs available and they had mock job interviews. She did work experience in a lawyers office in Hobart. She liked this and while at school though she might be a lawyer.

Towards the end of her grade 10 year she heard that a horse equipment shop was opening in Huonville. She apparoached the owner, asked for a job and got it. She started as soon as she left school. She worked with the manager for a month then she was left on her own to look after the shop, do all the ordering and book-keeping. She did not get any extra salary for this.

Sara likes her job. She says that it is often boring as not many people come in. Doing the ordering, pricing, etc., does not keep her busy. She normally stays in the shop right through the lunch hour although if she needs to go out she can just lock up. As well as the shop work, in summer she goes to help the owner with the breeding and training of horses on his farm. In Sara's eyes this adequately compensates for the boring shop work. She hopes she might be more involved in this side of the work in the future. She says she has very few friends working nearby who can drop in for a chat.

Sara believes it is best to leave school if you can get a job. If she had continued with her plan to be a lawyer she would have had to move to Hobart to do H.S.C. Her parents would not object to this. However, she would much prefer to stay, because in Hobart she would not have been able to look after her own horse, prepare her for showing, or work with the shop owner's horses. She would also miss her friends. Sara would be particularly interested if H.S.C. subjects were available locally, especially if they could be done out of office hours.

As might be imagined, Sara's major activities and sports revolve around horses. She goes out to a disco occasionally but says there is not enough night activities for people her age where she lives.

Unemployed Boy - Stan

Stan was a student at New Norfolk High School leaving at the end of grade 10. He has slightly below average results.

At school they had a variety of careers talks which Stan said were "alright". However, he said some of the speakers told them that particular occupations required very good school results. This Stan now thinks was not always true but it put him off certain jobs.

After he left school Stan picked fruit for two weeks but has had no other employment. For the last 14 weeks he has been doing an E.P.U.Y. Course in New Norfolk. He applied for apprenticeships as a mechanic and fitter and turner but was not successful. He has applied at the paper mill, but even though his father works there, has not managed to get a job.

He liked the E.P.U.Y. Course. It covered Mathematics, English and Gardening. He felt that the first two had helped him brush up on his school work and he likes gardening. He says that the one disadvantage was that it "mucked up" the unemployment benefits payments. While on the E.P.U.Y. Course you get paid in advance but unemployment benefits are paid in arrears so it results in a month between payments at the end. He pays $15 board.

Before doing the course Stan would go to the C.Y.S.S. Centre most days. He would play 8-ball, do some woodwork and meet his friends. He doesn't help at home very much nor watch T.V. during the day. He plays football, tennis and golf regularly. Stan has plenty to do and doesn't get bored.

Stan has considered returning to education. He thinks that he will do H.S.C. next year if he misses out on an apprenticeship again. This would be easier if H.S.C. courses were available in New Norfolk. If technical classes were available in woodwork or technical drawing he would have done those.

He says his mother gets depressed because he is out of work. His parents help by looking out for jobs for him. He says that the C.E.S. has not helped him to get a job. Also if he goes in to the Glenorchy C.E.S. Centre on the bus, all the jobs have gone before he gets there.

Stan thinks that employers only take on those with the best school results and prefer people with experience. This makes it very hard for him to get a job.

Unemployed Girl - Tammy

Tammy was a student at Scottsdale High School, leaving at the end of grade 10. She was an average student. She lives in Bridport, 20km from Scottsdale.

She says they had several "Careers Evenings" at school but these were not very helpful. Although it was possible to do work experience she never did any. She says that the teachers tried to tell them how difficult it would be to get a job but she never really believed it.

Since she left school Tammy has been trying very hard to get a job. All that she has managed was two casual jobs of about a month each. The first was bagging potatoes near Scottsdale and the second was splitting scallops. Both ended with their respective seasons. She says she "hated" working on the potatoes because it gave her a backache and was dirty work. When splitting scallops they were paid by the bucket and she was only just getting the hang of it when the work finished. It is smelly work.

Despite their disadvantages, Tammy says that if it hadn't been for the casual jobs she "would have gone up the wall". She says she used to think it would be good to nothing, but not any more.

She says that there are almost no jobs ever available in her area. Occasionally a shop job is offered in Scottsdale but when there was a vacancy at the chemist's advertised. "about 50 people turned up". She thinks she may have to move to Launceston to try to get a job there.

While unemployed Tammy says she spends most of her time at home. She says it's terribly boring. She helps around the house and watches T.V. most days. Very occasionally she goes into Scottsdale and visits some friends there. She has only been to the Youth Centre in Scottsdale a couple of times because she doesn't know the people that go there.

Tammy is on unemployment benefits and gets enough money. She doesn't pay board. She has had no contact with C.E.S. or Social Security except sending forms through the post.

She says her parents are very sympathetic and don't blame her for not getting work. They look out for jobs, help her write job applications and run her into Scottsdale to see about jobs there. They encourage her to keep on trying. However, she says her mother does get sick of having her around the house.

While at school Tammy had planned to do a Receptionists' course at Launceston Technical College. She even had the forms but then decided she would rather get a job because she was sick of school. Now she says she would rather be doing any course of study, or back at school, just to have something to do. If she could do H.S.C. at Scottsdale she would do that. She is also interested in doing a Beautician course.

Tammy says she "really feels down....as if I'm hopeless" when she doesn't get a job she has tried for. She says it's hard not to take it personally although it's not so bad knowing that a lot of others are also unemployed. She says she would often cry when knocked back and that it was particularly hard because "there was no one I could talk to about it". However, she is determined not to give up and will keep on trying for a job.

Employed Girl - Trudy

Trudy was a student at St. James College, Cygnet, leaving at the end of grade 10. She lives in Geeveston. Trudy's school results were a little above average.

She says that they had careers lessons at school but these were not much help. The pamphlets outlining the jobs she was interested in were provided. She planned to be a nurses aide or do home nursing. Since she left school they habe been interested in finding out what has happed to her. She has a sister still at school and the principal asks her. There was no work experience available at school which Trudy thinks should have been available. Trudy says she "hated school" and was sick of homework and studying.

After leaving school Trudy was unemployed for about five months. She says it was very hard to get a job. She contacted shops in Hobart and Huonville as well as locally. She was interviewed for jobs in a bank, the school, and the local hospital, but did not get the jobs. Finally her mother heard about a shop job being available, so she went for an interview and got the job.

However the job is only part-time. She works six hours a day for three days a week. She is paid $40 a week which she says is only $8 a week more than she was getting on unemployment benefits.

She says she would prefer full-time work to get more money. But she thinks this will be extra difficult because if employers know that you have a part-time job they will prefer someone unemployed who they feel need the job more.

She likes her job, her boss and serving customers. Even though it is not always busy she doesn't get bored.

On the days she doesn't work Trudy stays at home. She doesn't watch T.V. but she does help her mother with the housework. She says it is very boring and she would rather be working even if she is not earning much more than unemployment benefits. While she was unemployed she did a home nursing course at night, and got a certificate. She thinks she would prefer to be a nurse's aide. She would not like to do nurse training because that would mean moving to Hobart and more study. She says there is nothing to do on the weekends. She doesn't play sport and is not old enough to be allowed into cabarets. She would like to see more dances in her town.

She believes that there should be more jobs for girls in country towns. She thinks boys are better off because they can get labouring jobs in the orchards.

Employed Girls - group interview (Scottsdale)

A group of 5 girls all employed in Scottsdale were interviewed together. They had all attended Scottsdale High School and their school results were in the average to above average range. They all worked as shop assistants.

The group had all received some careers advice at school and generally found it useful. But only two of them had been on work experience because it was only available during the holidays.

The girls had generally not had much trouble getting their jobs with only one taking more than a month. They either heard about the jobs from friends or saw them advertised in the local paper.

Most felt the main reason for their employment was their age. Employers think they have to pay eighteen year olds too much money. As a consequence, the majority of the group expected to be put off when they turned eighteen. They reported that employers were not particularly interested in their school results but wanted bright, neat, clean girls. They believe that married women are not competing for their jobs because those that do have shop jobs only work part-time for family reasons.

They generally found their jobs to be boring. Only one of the girls considered her job to have variety. Three of the group did not like their bosses. They were generally looking out for a better job and did not expect to stay in the current employment more than two or three years.

Three of the group had been planning to continue to H.S.C. while at school. Their reasons for leaving included being sick of school, not wanting to move to Launceston (necessary to do H.S.C.) and wanting to earn money. The three thought it quite possible that they would return to education in a year or two.

The group felt that their schooling had not been of use since they left. The only skills they used were basic Mathematics, English and Typing. They suggested they could have been better prepared in filling out forms for income tax and medical benefits, and "how to handle nasty ladies who try to blame the high prices on you".

APPENDIX D: EDUCATION PROVISION IN THE STUDY AREAS

1. Schools in Study Area 1 - Huon Valley

GOVERNMENT SCHOOLS			NON-GOVERNMENT SCHOOLS
PRIMARY	PRIMARY/SECONDARY	SECONDARY	PRIMARY
Huonville Glen Huon Franklin Judbury	Geeveston Dist. High Dover Dist. High *Cygnet Dist.	Huonville High	Sacred Heart - Geeveston Seventh Day Adventist - Glen Huon St. James - Cygnet (Primary/Secondary)

In addition there is also a small special school (12 students) at Huonville-Ranelagh

* Changed from a District to a Primary School in 1979

Schools in Study Area 2 - North-East

GOVERNMENT SCHOOLS			NON-GOVERNMENT SCHOOLS
PRIMARY	PRIMARY/SECONDARY	SECONDARY	PRIMARY
Gladstone Derby Branxholm Ringarooma Pyengana Mathinna Fingal Avoca Rossarden Myrtle Park Scottsdale Bridport	St. Marys Dist. High St. Helens Dist. High Winnaleah Dist. High	Scottsdale High	

Schools in Study Area 3 - Derwent Valley

GOVERNMENT SCHOOLS			NON-GOVERNMENT SCHOOLS
PRIMARY	PRIMARY/SECONDARY	SECONDARY	PRIMARY
Maydena New Norfolk Ellendale Bronte Park Tarraleah Strathgordon Wayatinah Hamilton Westerway	Glenora Dist. High Ouse Dist. High	New Norfolk High	St. Brigids

In addition there is also a special school (38 students) at the Royal Derwent Hospital

2. Structure of the School System

(a) Kindergarten classes, which in the normal State pattern are fully integrated into primary education, are included in primary schools and district schools.

(b) Primary education concludes at Grade 6 Level.

(c) District schools provide education from kindergarten to Grade 10, but secondary enrolment is concentrated in the high schools in these areas. Although a preliminary school certificate may be obtained, the great majority of students complete four years of secondary schooling at Grade 10 and gain the School Certificate, awarded by the Schools Board of Tasmania on the basis of school assessment. This certificate consists of subjects which may be taken at Levels I, II and III.

(d) Currently Grades 11 and 12 are offered in the secondary colleges of the metropolitan area.

APPENDIX E: OCCUPATIONAL SCALE

	SIXTEEN POINT OCCUPATION GROUP	FOUR POINT SCALE
1.	Upper professional	1.
2.	Grazier	
3.	Lower professional	
4.	Managerial	
5.	Self-employed (shop proprietors)	
6.	Farmers	2.
7.	Clerical and related workers	3.
8.	Armed Services and Police Force	
9.	Craftsmen and foremen	
10.	Shop assistants	
11.	Operatives and process workers	4.
12.	Drivers	
13.	Personal, domestic and other service workers	
14.	Miners	
15.	Farm and rural workers	
16.	Labourers	

SOURCE:

Leonard Broom and F. Lancaster Jones, Opportunity and Attainment in Australia, Canberra: Australian National University Press, 1976) pp. 121-124